











Curriculum Overview - Reception – 2023-2024

Excellence - Responsibility - Respect - Community - Enjoyment - Compassion - Perseverance

This document sets out intended learning experiences by term. It is designed to support practitioner's planning and will be adapted flexibly to meet the needs, stages and interests of the children through short-term planning.

Subject	Autumn		Spring		Summer	
	1	2	1	2	1	2
Topic	 <p>All About Me!</p>	 <p>Celebrations and Festivals!</p>	 <p>Terrific Tales!</p>	 <p>People Who Help Us!</p>	 <p>Amazing Animals!</p>	 <p>Holidays!</p>
Seasonal interests and Enrichment Opportunities	 <p>Autumn New friends Families NSPCC PANTS rule My healthy body Broad Square scarecrow fest.</p>	<p>Diwali - 13th November Bonfire night Remembrance Day Road Safety Week – 19th November World Nursery Rhyme Week - 13th November Children in Need – 17th November Winter Christmas</p>	<p>Traditional tales Valentine's Day Safer Internet Day – 6th February Chinese New Year – 10th February</p>	<p>Spring Easter Mother's Day 10th March Growing and New Life World Book Day – 7th March International Women's Day – 8th March British Science Week 8th – 17th March</p>	<p>Summer Living things and growing Life cycles (Insect Lore Butterflies) Decay International Superhero Day – 28th April Transition</p>	<p>Summer Transition Holidays Sun Awareness Week</p>
Visits and Visitors	<p>SureStart visitor – dental talk / oral hygiene</p>	<p>Visit Grotto in school (to enhance Celebrations topic – Christmas and the Nativity)</p>	<p>Visit to Norris Green Library (to enhance once upon a time topic, register children at the local</p>	<p>Variety of visitors based on occupations to learn about their roles Road Safety Visit</p>	<p>Visit to Knowsley Safari Park (to enhance animals topic and fist hand experience of different animals)</p>	<p>Visit to Local shops (to buy ingredients for cookery activities – cultural cookery sessions)</p>

		EYFS Winter Wonderland Day	Library, develop a love of reading)			
<div>  English (Literacy Counts Read to Write)  </div>						
<p>English (Literacy Counts, to Write)</p> 	<p>Vehicle Text: The Something</p> <p>Fiction Genre: A Losing Story</p> <p>Purpose: To tell and write a losing story</p> <p>Genre: Recount Animal Information</p> <p>Purpose: To inform</p>	<p>Vehicle Text: Star in a jar</p> <p>Fiction Genre: A finding story</p> <p>Purpose: To tell and write a finding story</p> <p>Genre: Information Poster to find a lost star</p> <p>Purpose: To inform (and describe)</p>	<p>Vehicle Text: Little Red</p> <p>Fiction Genre: A Traditional Tale</p> <p>Purpose: To tell and write a traditional tale</p> <p>Genre: Instructions How to trap an animal</p> <p>Purpose: To instruct</p> <p>Purpose: To inform</p>	<p>Vehicle Text: Juniper Jupiter</p> <p>Fiction Genre: A Superhero Story</p> <p>Purpose: To tell and write a superhero story</p> <p>Genre: Information A letter wanting to be a sidekick</p>	<p>Vehicle Text: The Extraordinary Gardener</p> <p>Fiction Genre: A transformational story</p> <p>Purpose: To tell and write a transformational story</p> <p>Genre: Instructions How to grow a garden plant / vegetable</p> <p>Purpose: To instruct</p>	<p>Vehicle Text: The Storm Whale</p> <p>Fiction Genre: A friendship story</p> <p>Purpose: To tell and write a friendship story</p> <p>Genre: Poems Sea creature poems</p> <p>Purpose: To describe</p>

Characteristics of Effective Learning



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

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

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

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

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

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

Learning and Development: Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.

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

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

Communication and Language

The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.



Communication and Language

Talk to parents about what language they speak at home, try and learn a few key words and celebrate multilingualism in our setting.

<p>Understand how to listen carefully and why listening is important.</p> <p>Learn new vocabulary.</p> <p>Use new vocabulary through the day.</p> <p>Engage in non-fiction books.</p> <p>Learn rhymes.</p> <p>Listen carefully to rhymes and songs.</p> <p>Engage in story times.</p> <p>Describe simple events.</p> <p>Begins to ask simple questions to find out more and to check they understand what has been said to them.</p> <p>Begin to articulate simple ideas and thoughts in well-formed sentences.</p> <p>Begin to connect one idea or action to another beginning to use a range of connectives.</p>	<p>Understand how to listen carefully and why listening is important.</p> <p>Learn new vocabulary.</p> <p>Use new vocabulary through the day.</p> <p>Engage in non-fiction books.</p> <p>Learn rhymes and songs.</p> <p>Engage in story times.</p> <p>Describe simple events.</p> <p>Begins to ask simple questions to find out more and to check they understand what has been said to them.</p> <p>Articulate simple ideas and thoughts in well-formed sentences.</p> <p>Begin to connect one idea or action to another beginning using a range of connectives.</p>	<p>Learn new vocabulary.</p> <p>Use new vocabulary in different contexts.</p> <p>Engage in non-fiction books.</p> <p>Learn rhymes, poems and songs.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Describe simple events in some detail.</p> <p>Ask simple questions to find out more and to check they understand what has been said to them.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Begin to connect one idea or action to another using a range of connectives.</p>	<p>Learn new vocabulary.</p> <p>Use new vocabulary in different contexts.</p> <p>Learn rhymes, poems and songs.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Develop social phrases.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Describe simple events in some detail.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p>	<p>Learn new vocabulary.</p> <p>Use new vocabulary in different contexts.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Learn rhymes, poems and songs.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Develop social phrases.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Describe events in some detail.</p> <p>Ask questions to find out more and to check they</p>	<p>Learn new vocabulary.</p> <p>Use new vocabulary in different contexts.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Learn rhymes, poems and songs.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Develop social phrases.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Describe events in some detail.</p> <p>Ask questions to find out more and to check they</p>
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Begin to use talk to help work out problems and organise thinking and activities.

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understand what has been said to them.

Articulate their ideas and thoughts in well-formed sentences.

Connect one idea or action to another using a range of connectives.

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Articulate their ideas and thoughts in well-formed sentences.

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Use talk to help work out problems and organise thinking and activities to explain how things work and why they might happen.



Physical Development













Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.




<p>Physical Development</p> <p>Continuously check the process of children's physical skills including; handwriting (pencil grip and letter formation) and movement skills. Provide extra help and guidance when needed for progression in skills.</p>	<p>Begin to revise the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing</p> <p>Begin to progress towards a more fluent style of moving, with developing control and grace.</p> <p>Begin to develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p>	<p>Begin to revise the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing</p> <p>Begin to progress towards a more fluent style of moving, with developing control and grace.</p> <p>Begin to develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical</p>	<p>Revise the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including</p>	<p>Revise refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including</p>	<p>Refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including</p>	<p>Refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including</p>
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<p>Begin to develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Begin to use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Begin to combine different movements with ease and fluency with adult support.</p> <p>Begin to use a range of large and small apparatus indoors and outside, alone and in a group with adult support.</p> <p>Begin to develop overall body-strength, balance, co-ordination and agility.</p> <p>Begin to further develop and refine a range of</p>	<p>disciplines including dance, gymnastics, sport and swimming.</p> <p>Begin to develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Begin to use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Begin to combine different movements with ease and fluency.</p> <p>Begin to use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Begin to develop overall body-strength,</p>	<p>dance, gymnastics, sport and swimming.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Combine different movements with ease and fluency.</p> <p>Use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including:</p>	<p>dance, gymnastics, sport and swimming.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Combine different movements with ease and fluency.</p> <p>Use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including:</p>	<p>dance, gymnastics, sport and swimming.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Combine different movements with ease and fluency.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p>	<p>dance, gymnastics, sport and swimming.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Combine different movements with ease and fluency.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p>
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	<p>ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Begin to develop confidence, competence, precision and accuracy when engaging in activities that involve a ball with adult support.</p> <p>Begin to be aware about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian.</p> <p>Begin to be aware of the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene.</p>	<p>balance, co-ordination and agility.</p> <p>Begin to further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Begin to develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Begin to know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian.</p> <p>Begin to develop the skills they need to manage the school</p>	<p>throwing, catching, kicking, passing, batting, and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian.</p> <p>Develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene.</p>	<p>throwing, catching, kicking, passing, batting, and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian.</p> <p>Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene.</p>	<p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian.</p> <p>Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene.</p>	<p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian.</p> <p>Further develop the skills they need to manage the school</p>
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		day successfully: - lining up and queuing - mealtimes - personal hygiene.				day successfully: - lining up and queuing - mealtimes - personal hygiene.
<div>  <u>Real PE</u>  </div>						
	Unit 1: Personal In this unit, the children will develop and apply their footwork and one leg balance through focused thematic stories, songs and games.	Unit 2: Social In this unit, the children will develop and apply their jumping and landing and seated balance through focused thematic stories, songs and games.	Unit 3: Follow Rules In this unit, the children will develop and apply their dynamic balance on a line and stance through focused thematic stories, songs and games.	Unit 4: Observe and Copy In this unit, the children will develop and apply their ball skills and counter balance with a partner through focused thematic stories, songs and games.	Unit 5: Move in Different Ways In this unit, the children will develop and apply their sending and receiving and reaction and response through focused thematic stories, songs and games.	Unit 6: Exercise and Good Health In this unit, the children will develop and apply their ball chasing and floor work balance through focused thematic stories, songs and games.
<div>  <div> <u>Personal, Social and Emotional Development</u>       </div> </div> <p>Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>						
	Begin to see themselves as a valuable individual.	Begin to see themselves as a valuable individual.	See themselves as a valuable individual. Begin to build constructive and	See themselves as a valuable individual.	See themselves as a valuable individual.	See themselves as a valuable individual.

Personal, Social and Emotional Development 	<p>Begin to build constructive and respectful relationships.</p> <p>Begin to express their feelings and consider the feelings of others</p> <p>Begin to show resilience and perseverance in the face of challenge.</p> <p>Begin to identify their own feelings.</p> <p>Begin to think about the perspectives of others.</p> <p>Begin to manage their own needs.</p>	<p>Begin to build constructive and respectful relationships.</p> <p>Begin to express their feelings and consider the feelings of others</p> <p>Begin to show resilience and perseverance in the face of challenge.</p> <p>Begin to identify their own feelings.</p> <p>Begin to think about the perspectives of others.</p> <p>Begin to manage their own needs.</p>	<p>respectful relationships.</p> <p>Express their feelings and consider the feelings of others</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Begin to identify and moderate their own feelings socially and emotionally.</p> <p>Think about the perspectives of others.</p> <p>Manage their own needs.</p>	<p>Build constructive and respectful relationships.</p> <p>Express their feelings and consider the feelings of others</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Think about the perspectives of others.</p> <p>Manage their own needs.</p>	<p>Build constructive and respectful relationships.</p> <p>Express their feelings and consider the feelings of others</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Think about the perspectives of others.</p> <p>Manage their own needs.</p>	<p>Build constructive and respectful relationships.</p> <p>Express their feelings and consider the feelings of others</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Think about the perspectives of others.</p> <p>Manage their own needs.</p>
<div style="display: flex; justify-content: space-between; align-items: center;">  <div style="text-align: center;"> <h2 style="margin: 0;"><u>Literacy</u></h2>  </div> </div> <p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)</p>						
	<p>Begin to read individual letters by saying the sounds for them.</p>	<p>Continue to practise reading individual letters by saying the sounds for them.</p>	<p>Continue to practise reading individual letters by saying the sounds for them.</p>	<p>Read individual letters by saying the sounds for them.</p>	<p>Blend sounds into words, so that they can read short words made up of known</p>	<p>Blend sounds into words, so that they can read short words made up of known</p>

<p>Literacy Children will be working in different groups for Monster phonics. Only ask children to write sentences when they have sufficient knowledge of letter-sound correspondences.</p> 	<p>Begin to form recognisable lower-case and capital letters.</p>	<p>Begin to blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Begin to blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Begin to read some letter groups that each represent one sound and say sounds for them.</p> <p>Begin to read a few common exception words matched to the school's phonic programme (Monster Phonics).</p> <p>Begin to read simple phrases and sentences made up of words with known letter-sound correspondences.</p> <p>Begin to re-read these books to build</p>	<p>Begin to blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Begin to practise reading some letter groups that each represent one sound and say sounds for them.</p> <p>Begin to read a few common exception words matched to the school's phonic programme (Monster Phonics).</p> <p>Continue to practise reading simple phrases and sentences made up of words with known letter-sound correspondences.</p> <p>Continue to practise re-reading these books to build up their confidence in word reading, their fluency and their</p>	<p>Continue to practise blending sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Continue to read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words matched to the school's phonic programme.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p>letter-sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words matched to the school's phonic programme.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Form lower-case and capital letters correctly.</p>	<p>letter-sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words matched to the school's phonic programme.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Form lower-case and capital letters correctly.</p>
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		<p>up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Continue to practise forming recognisable lower-case and capital letters.</p> <p>Begin to spell words by identifying the sounds.</p>	<p>understanding and enjoyment.</p> <p>Form lower-case and capital letters correctly.</p> <p>Begin to spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Begin to write short sentences with words with known letter-sound correspondences.</p> <p>Begin to re-read what they have written to check that it makes sense.</p>	<p>Form lower-case and capital letters correctly.</p> <p>Continue to practise spelling words by identifying the sounds and then writing the sound with letter/s.</p> <p>Begin to write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p> <p>Continue to practise re-reading what they have written to check that it makes sense.</p>	<p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p>	<p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p>
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Mathematics



Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes

Mathematics



Begin to count objects, actions and sounds with adult support.	Begin to count objects, actions and sounds.	Develop skill in counting objects, actions and sounds.	Count objects, actions and sounds.	Count objects, actions and sounds.	Count objects, actions and sounds independently.
Begin to Subitise.	Begin to Subitise.	Develop skills in subitising.	Develop skills in subitising.	Subitise.	Subitise.
Begin to link the number symbol (numeral) with its cardinal number value with adult support	Begin to link the number symbol (numeral) with its cardinal number value.	Develop skill in linking the number symbol (numeral) with its cardinal number value.	Develop skill in linking the number symbol (numeral) with its cardinal number value.	Link the number symbol (numeral) with its cardinal number value.	Link the number symbol (numeral) with its cardinal number value.
Begin to use counting words in their everyday language	Begin to count, saying the number names in the right order to 5.	Count beyond 5.	Count beyond 8.	Count beyond 10.	Count beyond ten confidently.
Begin to recognise some numbers	Begin to compare numbers.	Develop skill in comparing numbers.	Develop skill in comparing numbers.	Compare numbers.	Compare numbers.
Begin to understand the 'one more than/one less than' relationship between consecutive numbers	Begin to understand the 'one more than/one less than' relationship between consecutive numbers.	Develop understanding the 'one more than/one less than' relationship between consecutive numbers.	Develop understanding the 'one more than/one less than' relationship between consecutive numbers.	Understand the 'one more than/one less than' relationship between consecutive numbers.	Understand the 'one more than/one less than' relationship between consecutive numbers.
Explore the composition of numbers to 10.	Explore the composition of numbers to 10.	Explore the composition of numbers to 10.	Explore the composition of numbers to 10.	Explore the composition of numbers to 10.	Explore the composition of numbers to 10.
Begin to select, rotate and manipulate shapes in order to develop spatial reasoning skills with adult support.	Begin to introduce number bonds for numbers 0–10.	Develop skill in number bonds to 10.	Begin to recall number bonds to 10.	Automatically recall number bonds for numbers 0–10.	Automatically recall number bonds for numbers 0–10.
Begin to recognise and talk about shapes.	Continue to select, rotate and	Continue to develop skill in selecting, rotate and	Select, rotate and manipulate shapes in order to develop	Select, rotate and manipulate shapes in order to develop spatial reasoning skills.	Select, rotate and manipulate shapes in order to develop spatial reasoning skills.

	<p>Begin to copy patterns.</p> <p>Begin to be aware of length, weight and capacity</p>	<p>manipulate shapes in order to develop spatial reasoning skills.</p> <p>Begin to compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can (sometimes with adult support).</p> <p>Begin to create patterns.</p> <p>Begin to compare length, weight and capacity.</p>	<p>manipulate shapes in order to develop spatial reasoning skills.</p> <p>Develop skills in composing and decomposing shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p> <p>Develop skills in copying and creating patterns.</p> <p>Develop skills in comparing length, weight and capacity.</p>	<p>spatial reasoning skills.</p> <p>Develop skills in composing and decomposing shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p> <p>Develop skills in copying and creating patterns.</p> <p>Develop skills in comparing length, weight and capacity.</p>	<p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p> <p>Continue, copy and create repeating patterns.</p> <p>Compare length, weight and capacity.</p>	<p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p> <p>Continue, copy and create repeating patterns.</p> <p>Compare length, weight and capacity.</p>
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Power Maths



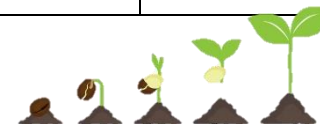
	<p><u>Autumn Term</u></p> <p>Units: 1-6 Strands: Number – number and place value Geometry – properties of shape Number – addition and subtraction ELG: Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting)</p>	<p><u>Spring Term</u></p> <p>Units: 10-13 Strands: Number – number and place value Number – addition and subtraction Geometry – properties of shape ELG: Compare quantities up to 10 in different contexts, recognising when one quantity is</p>	<p><u>Summer Term</u></p> <p>Units: 14-20 Strands: Have a deep understanding of number to 10, including the composition of each number. Verbally count beyond 20, recognising the pattern of the counting system. Explore and represent patterns within numbers up to 10, including evens and odds,</p>
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	<p>up to 5. Recognise the pattern of the counting system.</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 and some number bonds to 10, including double facts</p>	<p>greater than, less than or the same as the other quantity.</p> <p>Have a deep understanding, of number to 10, including the composition of each number.</p> <p>Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p>	<p>double facts and how quantities can be distributed equally.</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p>
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Understanding the World



Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

	<p>Begin to be aware of members of their immediate family.</p>	<p>Be aware of members of their immediate family and begin to talk about them.</p>	<p>Talk about members of their immediate family and be aware of people in the community.</p>	<p>Talk about members of their community and the job they may do.</p>	<p>Talk confidently about members of their immediate family and community.</p>	<p>Talk confidently about members of their immediate family and community.</p>
	<p>Begin to be aware of people who are familiar to them.</p> <p>Begin to be aware of familiar situations that happened in the past.</p> <p>Begin to be aware of characters from stories and begin to be aware that some figures are from the past.</p>	<p>Be aware of people who are familiar to them and begin to be able to talk about them.</p> <p>Begin to comment on images of familiar situations in the past.</p> <p>Begin to compare and contrast characters from stories, including figures from</p>	<p>Develop skills in naming and describing people who are familiar to them.</p> <p>Develop skills in commenting on images of familiar situations in the past.</p>	<p>Name and describe people who are familiar to them.</p> <p>Comment on images of familiar situations in the past.</p> <p>Develop skill in comparing and contrasting characters from stories, including figures from the past.</p>	<p>Name and describe people who are familiar to them.</p> <p>Comment on images of familiar situations in the past</p> <p>Compare and contrast characters from stories, including figures from the past.</p>	<p>Confidently name and describe people who are familiar to them.</p> <p>Confidently comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p>

Understanding the World	<p>Begin to be aware of what maps are and what they can tell us.</p>	<p>the past with adult support.</p>	<p>Begin to compare and contrast characters from stories, including figures from the past.</p>	<p>Continue to develop skill in drawing information from a simple map.</p>	<p>Continue to develop skill in drawing information from a simple map.</p>	<p>Draw information from a simple map.</p>
	<p>Begin to understand that some places are special to members of their community.</p>	<p>Be aware of maps and the information we can get from them.</p>	<p>Develop skills in gathering information from a map.</p>	<p>Understand that some places are special to members of their community.</p>	<p>Understand that some places are special to members of their community</p>	<p>Understand that some places are special to members of their community.</p>
	<p>Begin to be aware that people have different beliefs and celebrate special times in different ways.</p>	<p>Begin to understand that some places are special to members of their community.</p>	<p>Be aware and understand that some places are special to members of their community.</p>	<p>Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>Recognise that people have different beliefs and celebrate special times in different ways.</p>
	<p>Explore the natural world around them.</p>	<p>Begin to be aware that people have different beliefs and celebrate special times in different ways.</p>	<p>Be aware that people have different beliefs and celebrate special times in different ways.</p>	<p>Explore the natural world around them.</p>	<p>Explore the natural world around them</p>	<p>Recognise some similarities and differences between life in this country and life in other countries.</p>
	<p>Begin to be aware about what they see, hear and feel whilst outside.</p>	<p>Explore the natural world around them.</p>	<p>Explore the natural world around them.</p>	<p>Describe what they see, hear and feel whilst outside.</p>	<p>Describe what they see, hear and feel whilst outside.</p>	<p>Explore the natural world around them.</p>
	<p>Begin to be aware of different environments.</p>	<p>Begin to describe what they see, hear and feel whilst outside.</p>	<p>Develop skill in describing what they see, hear and feel whilst outside.</p>	<p>Continue to recognise some environments that are different to the one in which they live.</p>	<p>Recognise some environments that are different to the one in which they live</p>	<p>Confidently describe what they see, hear and feel whilst outside.</p>
	<p>Begin to be aware of the weather and the season they are in.</p>	<p>Be aware of different environments.</p>	<p>Continue to recognise some environments that are different to the one in which they live.</p>	<p>Continue to develop skill in understanding the effect of changing seasons on the natural world around them.</p>	<p>Understand the effect of changing seasons on the natural world around them.</p>	<p>Recognise some environments that are different to the one in which they live.</p>
		<p>Begin to understand the season they are in and how that effects the environment.</p>	<p>Develop skill in understanding the effect of changing</p>			<p>Understand the effect of changing seasons on the natural world around them.</p>

seasons on the natural world around them.



Expressive Arts and Design



The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.

Begin to explore and use a variety of artistic effects.

Return to and build on their previous learning, refining ideas and developing their ability to represent them.

Begin to create collaboratively sharing ideas, resources and skills with adult support.

Begin to listen attentively, move to and talk about music, expressing their feelings and responses.

Begin to watch dance and performance art, expressing their feelings and responses.

Begin to refine a variety of artistic effects to express their ideas and feelings.

Return to and build on their previous learning, refining ideas and developing their ability to represent them.

Begin to create collaboratively sharing ideas, resources and skills.

Begin to listen attentively, move to and talk about music, expressing their feelings and responses.

Continue to explore, use and refine a variety of artistic effects to express their ideas and feelings.

Return to and build on their previous learning, refining ideas and developing their ability to represent them.

Continue to create collaboratively sharing ideas, resources and skills.

Listen attentively, move to and talk about music, expressing their feelings and responses.

Develop skill in exploring, using and refining a variety of artistic effects to express their ideas and feelings.

Return to and build on their previous learning, refining ideas and developing their ability to represent them.

Continue to create collaboratively sharing ideas, resources and skills.

Listen attentively, move to and talk about music, expressing their feelings and responses.

Explore, use and refine a variety of artistic effects to express their ideas and feelings.

Return to and build on their previous learning, refining ideas and developing their ability to represent them.

Create collaboratively sharing ideas, resources and skills.

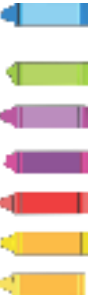
Listen attentively, move to and talk about music, expressing their feelings and responses.

Explore, use and refine a variety of artistic effects to express their ideas and feelings.


Return to and build on their previous learning, refining ideas and developing their ability to represent them.

Create collaboratively sharing ideas, resources and skills.

Listen attentively, move to and talk about music, expressing their feelings and responses.


<p>Expressive Arts and Design</p> 	<p>Begin to sing in a group or on their own.</p> <p>Develop storylines in their pretend play.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>	<p>Begin to watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Begin to sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Develop storylines in their pretend play.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>	<p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Develop storylines in their pretend play.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>	<p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Develop storylines in their pretend play.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>	<p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Develop storylines in their pretend play.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>	<p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Develop storylines in their pretend play.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>
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British Values


 <p>British Values:</p> <p>Democracy Rule of Law Liberty</p>	<p>Class rules – rule of law</p> <p>Books to show positive images of gender, abilities and cultures.</p> <p>Different books in different languages.</p> <p>Familiar books such as the Gruffalo that children can recognise even if in another language.</p>	<p>Collecting food for charity/vulnerable people in the community</p> <p>Diwali - celebrating Diwali as a Hindu festival; trying different foods.</p> <p>Remembrance Sunday – how soldiers died for our way of life, peace & democracy</p> <p>Multi-cultural items to be added to the role play</p>	<p>Traditional stories from around the world.</p> <p>From traditional tales the children will be learning about safety and excellent moral values that arise from the tales, such as not talking to strangers, not going into stranger's homes and not taking other people's belongings.</p> <p>Look at art, dance, music and how it forms part of</p>	<p>St George's Day – story of George and the Dragon</p> <p>Where do our food and clothes come from (we all need each other) democracy & rule of law</p> <p>Celebrate uniqueness – talk about differences</p> <p>Police officers – rule of law Police officers visit (if possible)</p> <p>Easter- Christian tradition</p>	<p>Celebrate our natural world and how we can look after it.</p> <p>Be part of the wider community fundraiser for charities.</p> <p>VE Day - respect, democracy and rule of law.</p> <p>King Charles III coronation (8th May)</p>	<p>Learning about different countries, foods and languages – mutual respect & tolerance</p> <p>Look at how people with disabilities participate in sport and the achievements they make.</p>
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Respect Tolerance	<p>Learning that some are less fortunate than ourselves</p> <p>Ensure all children have a voice to be heard all year</p> <p>Understand manners and politeness and how to be fair</p>	<p>different ways of eating, dressing (Magnetic clothes / faces display – children can still experience dressing up)</p> <p>Advent & Christmas – Christian tradition</p> <p>Tasting foods from around the world.</p> <p>Hanukkah – Jewish festival</p>	<p>everyday lives of people in the world. In our religion and traditions</p> <p>St David and St Patrick – celebrating different traditions within UK family</p> <p>Work on emotions, turn, taking</p> <p>Chinese New Year – celebrating different cultures</p>			
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Home Learning and Projects


<p>Home Learning and Projects.</p> 	<p>Begin to use Evidence Me to share what children are doing in the home/school environment.</p> <p>Home learning book to begin to go home on a weekly basis. Home learning linked to learning taking place in Reception.</p> <p>Start taking a guided reading book home to read each week.</p>	<p>Use Evidence Me to share what children are doing in the home/ school environment</p> <p>Home learning book to go home weekly. Home learning linked to learning taking place in Reception.</p> <p>Guided reading book to go home to each week.</p>	<p>Use Evidence Me to share what children are doing in the home/ school environment.</p> <p>Home learning book to go home weekly. Home learning linked to learning taking place in Reception.</p> <p>Guided reading book to go home to each week.</p>	<p>Use Evidence Me to share what children are doing in the home/ school environment.</p> <p>Home learning book to go home weekly. Home learning linked to learning taking place in Reception.</p> <p>Guided reading book to go home to each week.</p>	<p>Use Evidence Me to share what children are doing in the home/ school environment.</p> <p>Home learning book to go home weekly. Home learning linked to learning taking place in Reception.</p> <p>Guided reading book to go home to each week.</p>	<p>Use Evidence Me to share what children are doing in the home/ school environment.</p> <p>Home learning book to go home weekly. Home learning linked to learning taking place in Reception.</p> <p>Guided reading book to go home to each week.</p>
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Assessment Opportunities

<p>Assessment Opportunities</p>  <p>evidenceme</p>	<p>Flexible start (based on individual needs)</p> <p>Analyse NFER Reception baseline assessments</p>	<p>Ongoing Assessments to feed into planning and next steps</p> <p>Vulnerable sheet completed with identified</p>	<p>Ongoing Assessments to feed into planning and next steps</p> <p>Language Intervention data to guide planning for next term</p>	<p>End of term assessment data recorded on evidence me to inform pupil progress and next steps</p> <p>Pupil progress meetings</p>	<p>Ongoing Assessments to feed into planning and next steps</p> <p>EYFS team meetings</p>	<p>End of term assessment data recorded on evidence me to inform pupil progress</p> <p>End of year data report</p>
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	<p>In-house baseline data on entry to be recorded on evidence me to inform planning and next steps</p> <p>Early identification – referrals made if needed e.g. SALT, Paediatrician, SENISS</p> <p>Pupil profiles made for children with additional needs</p> <p>Language Intervention data to guide planning for next term</p> <p>In house baseline moderation</p>	<p>barriers to learning and actions to overcome these</p> <p>Pupil progress meetings</p> <p>Language Intervention data to guide planning for next term</p> <p>Parents evening</p> <p>EYFS team meetings</p> <p>In house moderation</p> <p>Pupil profiles reviewed for children with additional needs</p> <p>End of term assessment data recorded on evidence me to inform pupil progress and next steps</p>	<p>EYFS team meetings</p> <p>Language Intervention data to guide planning for next term</p>	<p>Parents evening</p> <p>EYFS team meetings</p> <p>Pupil profiles reviewed for children with additional needs</p> <p>Vulnerable sheet completed with identified barriers to learning and actions to overcome these</p> <p>Language Intervention data to guide planning for next term</p>	<p>Language Intervention data to guide planning for next term</p>	<p>Pupil progress meetings</p> <p>EYFS team meetings</p> <p>Language Intervention data to be passed on to the next term</p> <p>Pupil profiles reviewed for children with additional needs</p>
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Parental Involvement

<p>Parent Involvement</p> 	<p>Staggered Start (flexible depending on children's needs)</p> <p>Proud Clouds</p> <p>Parents Evening</p> <p>Home / School Agreement</p> <p>Welcome/transition meetings</p> <p>Evidence Me introduction</p> <p>Support with transition into Reception</p>	<p>Early Years Nativity/sing along.</p> <p>Proud Clouds</p> <p>Dump the Dummy campaign (if needed)</p>	<p>Proud Clouds</p> <p>Early Reading workshops/meeting</p> <p>Maths workshop</p> <p>Stay and read session (linked to WBD)</p> <p>Stay and play session</p>	<p>Proud Clouds</p> <p>Parents invited into Reception to talk about how their job helps people in the community.</p> <p>Parents evening</p> <p>Coffee Morning/dental hygiene Sure start/Dental nurse.</p>	<p>Proud Cloud</p> <p>Parents invited to join us on our Safari Park trip.</p> <p>Stay and play maths party – link to Number Day.</p> <p>Support with transition into Year 1.</p>	<p>Proud Cloud</p> <p>Parents picnic in the sun</p> <p>EYFS beach party celebration</p> <p>Support with transition into Year 1.</p> <p>School reports given out and meet with class teacher</p> <p>Parent Annual Questionnaire</p> <p>Report feedback</p>
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Safety Messages

Safety Messages



Discussion on class rules and how to keep ourselves safe in the classroom and outside (including using and storing equipment).

Discussion on pants rule.

Home time routine, e.g. waiting for name before exiting classroom, staying with parent/carer on the yard.

Discussion 'respecting my body' (toileting etiquette, keeping hands to self, kind hands, personal space).

School fire safety procedures. Discuss and practice fire drill.

Self-care hygiene, e.g. handwashing and attending to personal care needs.

Firework code, bonfire night safety.

How to keep ourselves safe on our school trip to the grotto, e.g. staying with adults, wearing seatbelts, what to do if you get lost etc.

Stranger Danger linked with Halloween.

Being seen in the dark – Road safety links as it starts to get darker earlier.

PSHE jigsaw message 'Standing up for yourself' – Children learn how to improve things if they don't like what someone says or does to them.

Self-care hygiene, e.g. handwashing and attending to personal care needs

Stranger Danger linked with stories Little Red Riding Hood and Goldilocks and the three bears (staying close to an adult, not talking to strangers, not sharing information with strangers etc.

Self-care hygiene, e.g. handwashing and attending to personal care needs.

Internet Safety Day.

Stranger Danger – PSHE Jigsaw – Using stories like 'Never talk to strangers' children discuss with suggestions about what they could do to keep themselves safe.

Emergency services – how and when to call 999 and knowing their address in case of an emergency.

Fire safety and recap on school fire procedures. Discuss the dangers of playing near fire.

Road safety and discussing the importance of crossing the road safely (links with lollipop person)

Self-care hygiene, e.g. handwashing and attending to personal care needs

How to keep ourselves safe on our school trip to the Safari Park, e.g. staying with adults, wearing seatbelts, what to do if you get lost etc.

How to keep ourselves safe around animals, e.g. Dogs (links with Dogs Trust)

Keeping ourselves safe in the Sun, e.g. shade, drinking water, wearing hats and the importance of using sun protection.

PSHE Jigsaw – Falling out and bullying: Children explore how they feel if someone says something unkind to them.

Self-care hygiene, e.g. handwashing and attending to personal care needs.

Recap keeping ourselves safe in the Sun, e.g. shade, drinking water, wearing hats and the importance of using sun protection.

Keeping safe on holiday, e.g. around water and pools, on the beach, in crowded places, such as airports.

Kitchen safety, e.g. oven, sharp items, kettles (links to cooking activities).

Self-care hygiene, e.g. handwashing and attending to personal care needs.

PSHE Jigsaw – Respecting my body: Reinforcing the concept that our bodies are precious and need looking after.

Further Reading List (Optional)

Further Reading List (Optional)



Super Duper You (Sophy Henn)

Titch (Pat Hutchins)

Once three were giants (Martin Waddell)

Kipper's Birthday (Roderick Hunt)

Kipper's Birthday (Mick Inkpen)

Mr. Birthday (Adam Hargreaves)

The Three Little pigs

The three little wolves and the big bad pig (Eugene Trivizas)

Who's at the door? (Jonathan Allen)

Jobs people do (Anna Lee)

Katie goes to hospital (Barbara Taylor Cork)

Pups fight fire (Parragon Books)

Dear Zoo (Rod Campbell)

Monkey Puzzle (Julia Donaldson)

Snail and the Whale (Julia Donaldson)

Herman's Holiday (Tom Percival)

Peppa Pig goes on holiday (Ladybird)

A day at the beach (Mircea Vossilu)

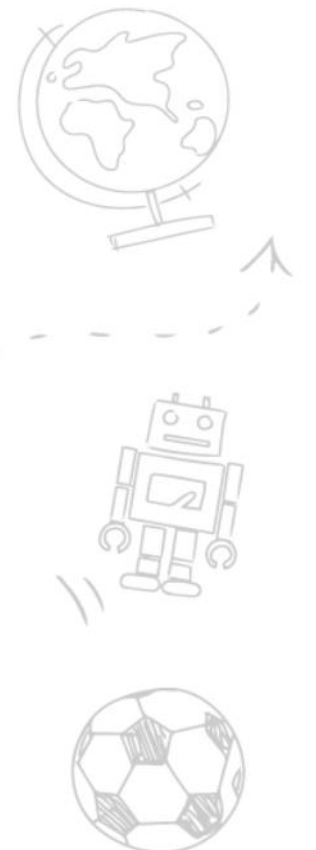
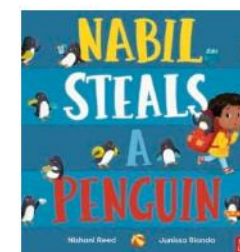
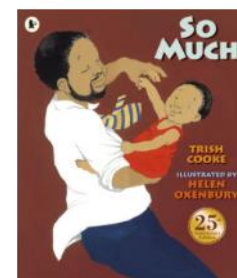
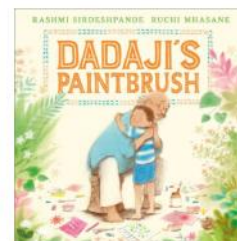
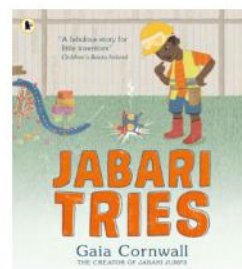
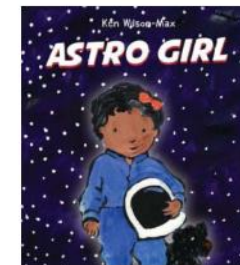
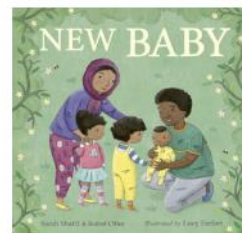
	Only one you (Linda Kranz)	The Tiger who came to tea (Judith Kerr)	Suddenly (Colin McNaughton)	Firefighters (Nancy Dickmann)	Rumble in the Jungle (Giles Andreae, David Wojtowycz)	Pete the cat: Pete at the beach (James Dean)
	Funny Bones (Janet and Allan Ahlberg)	Let's celebrate! Special days around the world (Kate DePalma)	The Three Billy Goats Gruff	Busy People, Teacher (Ando Twin, Lucy M. George)	Owl Babies (Martin Waddell, Patrick Benson)	Octopus Shocktopus (Peter Bently)
	Room on the Broom (Julia Donaldson)	What do you celebrate? (Whitney Stewart)	Jack and the beanstalk	Busy People, Police Officer (Ando Twin, Lucy George)	Hooray for Fish (Lucy Cousins)	The Lighthouse Keeper's lunch (Ronda Armitage & David Armitage)
	Peppa's spooky Halloween	Dipal's Diwali (Twinkl storybooks)	Jasper's Beanstalk (Nick Butterware and Mick Inkpen)	Busy People, Firefighter (Ando Twin, Lucy George)	The Rainbow Fish (Marcus Pfster)	At the Beach (Ronald Harvey)
	Winnie the Witch (Valerie Thomas)	The festival of lights (Aneeka Patel)	Little Red Riding Hood	Busy People, Builder (Ando Twin, Lucy George)	Mog the forgetful cat (Judith Kerr)	Katie Morag's Island stories (Mairi Hedderwick)
	Meg and Mog (Helen Nicoll)	Sparks in the sky (Twinkl ebook)	Goldilocks and the three bears	Busy People, Librarian (Ando Twin, Lucy George)	The Very Greedy Bee (Steve Smallman, Jack Tickle)	Secrets of the seashore: A shine-a-light book (Carron Brown)
	My five senses (Aliko)	Light the Lights: a story about celebrating Hanukkah and Christmas (Margaret Moorman)	The magic porridge pot (Vera Southgate)	Busy People, Doctor (Ando Twin, Lucy George)	The Very Lazy ladybird (Isobel Finn, Jack Tickle)	Sally and the Limpet (Simon James)
	The Hedgehog (Roderick Hunt)	The Nativity Story	The Gingerbread man	Busy fire station (Campbell)	Pardon? Said the Giraffe (Colin West)	Flotsam (David Wiesner)
	Wide-awake Hedgehog (Rosie Wellesley)	'Twas the night before Christmas (Clare Fennell)	Hansel and Gretel	Busy hair dresser (Campbell)	Little turtle and the song of the sea (Sheridan Cain, Norma Burgin)	Magic beach (Alison Lester)
		The Jolly Christmas Postman (Allan Ahlberg and Janet Ahlberg)	The Elves and the shoemaker	Our helpers, Postman (Discovery books)	One Mole Digging A hole (Julia Donaldson, Nick Sharratt)	Billy's bucket (Kes Gray & Garry Parsons)
		Dear Santa (Rod Campbell)	The ugly duckling	Danny goes to the Dentist (Robert Robinson)	The Emperor's Egg (Martin Jenkins)	Seashore: 100 facts (Steve Parker)
		The Snowman (Raymond Briggs)	Cinderella	Going to the Doctor (Sue King)	Hairy Maclary (Lynley Dodd)	Winnie at the Seaside (Valerie Thomas)
		Jack Frost (Kazuno Kohara)	The princess and the pea	Jobs people do (Christopher Maynard)	Six Dinner Sid (Inga Moore)	Theodore's Spanish adventure (Trent Harding)
			Rapunzel	Look inside Jobs (Lara Bryan)	Mad About Minibeasts (Giles Andreae, David Wojtowycz)	Aria the world Traveller (Anna Kim)
			Snow White and the seven dwarfs	When I grow up I want to be (Baby Professor)		Food fight fiesta: A tale about La Tomatina (Tracey Kyle)
			Sleeping Beauty	Ness the Nurse (Nick Sharratt)		
			The little mermaid			
			Chicken Licken			
			The boy who cried wolf			
			The hare and the tortoise			

			<p>The jolly postman (Janet and Allan Ahlberg)</p> <p>Dick Wittington</p> <p>Puss in boots</p>	<p>Cops and Robbers (Janet and Allan Ahlberg)</p> <p>Burglar Bill (Janet and Allan Ahlberg)</p>	<p>Little Monkey (Manta Altes)</p> <p>Rooster Trouble (Igloo)</p> <p>The Very Hungry caterpillar (Eric Carle)</p> <p>Caterpillar Butterfly (Vivian French)</p> <p>My Pets (Igloo)</p> <p>Tuesday (David Wiesner)</p> <p>Under the Sea (Igloo)</p> <p>The Selfish Crocodile (Faustin Charles, Michael Terry)</p> <p>The Lonely Giraffe (Peter Blight, Michael Terry)</p> <p>Polar Bear, Polar Bear, what do you hear?(Eric Carle)</p> <p>The Tiger who came to tea (Judith Kerr)</p> <p>Lifecycles: Puppy to Dog (Camilla De La Bedoyere)</p> <p>One Duck Stuck (Phyllis Root, Jane Chapman)</p> <p>Amazing Animals: Wild Animals (Hinkler Books)</p> <p>National Geographic kids: First big book of animals (Catherine D. Hughes)</p> <p>Variety of non-fiction books</p>	<p>Monet and the waterlily friends (Judiee Lee)</p> <p>First Atlas (Miles Kelly)</p>
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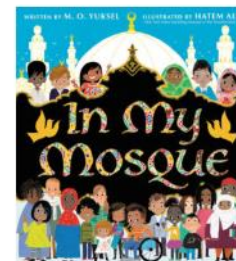
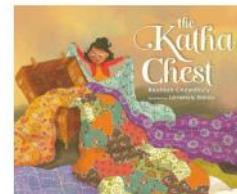
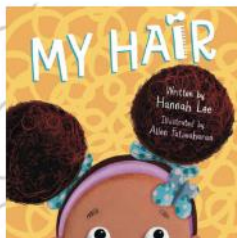
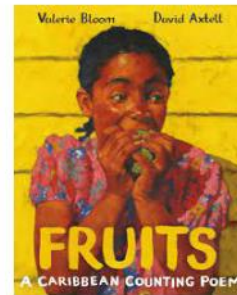
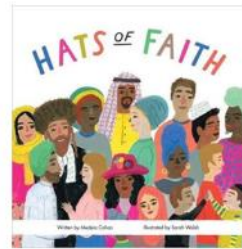
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Diverse and inclusive books for EYFS

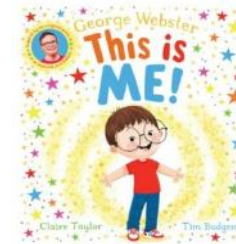
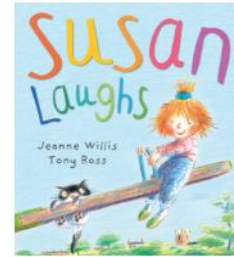
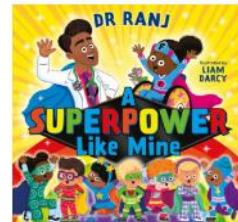
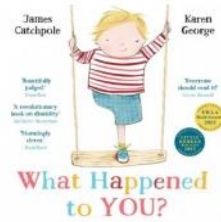
Books with minority ethnic main characters



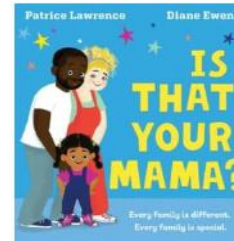
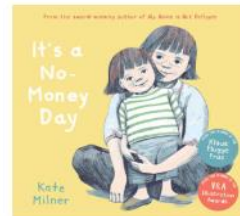
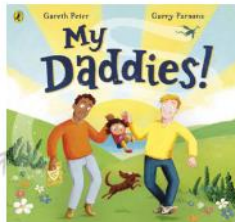
Books that represent cultural diversity



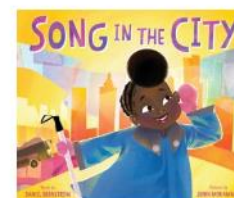
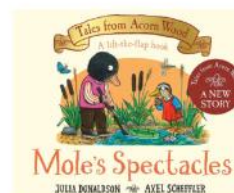
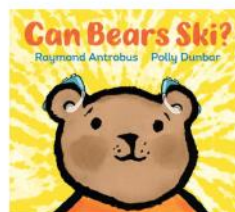
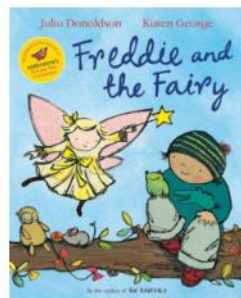
Books that represent physical disabilities



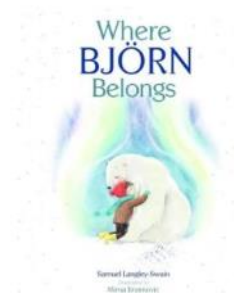
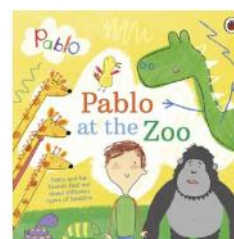
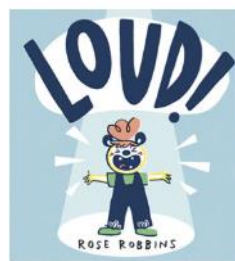
Books that represent different types of families



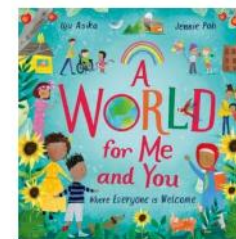
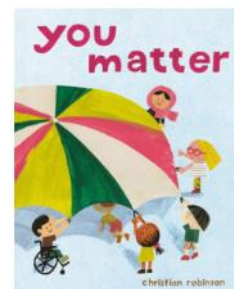
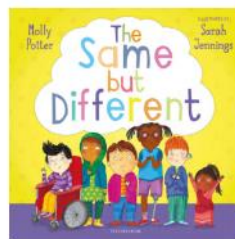
Books that represent visual impairment and hearing loss



Books that represent neurodiversity and speech disorders



Books about celebrating difference and including everyone




Quality texts linked to Jigsaw scheme: EYFS

Being me in my own world	Be who you are – Todd Parr Farmer Duck – Martin Waddell The selfish crocodile – Faustin Charles The Proudest Blue 0 Ibtihaj Muhammad
Celebrating differences	We belong together – Todd Parr I love my hair – Natasha Anastasia Tarpley All are welcome – Alexandra Penfold
Dreams and Goals	Beautiful Oops – Barney Salzberg Max the brave – Ed Vere How to catch a star – Oliver Jeffers After the fall – Dan Santat
Healthy Me	Daisy eat your peas – Kes Gray Oliver's Vegetables – Vivian French I don't want to wash my hands – Tony Ross

	Green eggs and ham – Dr Seuss
Relationships	So Much – Trish Cooke The family book – Todd Parr My friend bear – Jez Alborough Will you be my friend? – Molly Potter
Changing Me	Titch – Pat Hutchins Full. Full, full of love – Trish Cooke
Books that support RSE	Boys and Girls - Lynwen Jones The Family Book – Todd Parr

Activities

Activities 	Baseline all children in all areas on entry to Reception.	Discuss and explore the festivals that the children celebrate with their families and explore similarities and differences amongst others. Children to write simple lists of the special days, celebrations and festivals that are important to them and that they celebrate.	Design and decorate a Gingerbread biscuit – making a list of what they would like on their Gingerbread.	People who help us in our school, e.g. office staff, cook, lunchtime supervisors, caretaker, first-aiders, Mr. Singleton. Visits into class to talk about their different roles in school. Question and answer session.	Animals in their habitats – each week explore a different habitat, locate on a globe / use Google Earth / use non-fiction books. Make comparisons between habitats.	Discuss holidays and day trips that the children have experienced. Develop questioning skills, past tense, and vocabulary – Where did they go? Who with? How did they get there?
	Self-portraits (focusing on body parts, including hands and feet etc.) Create all about me books, including my family, likes and dislikes (beginning to write – emergent, representing some sounds in their writing). Discussion on class rules and how to keep ourselves safe in the classroom (including using and storing equipment). Discussion on pants rule.	Look at Halloween celebration. Discuss keeping safe - stranger danger, making yourself visible in the dark. Creative and additional activities (colour mixing to paint pumpkins, making	Sequence and recall the different parts and important events in stories and record this using pictures/props. Answer questions in relation to stories (who, what, where, how, why, when). Predict how stories might end. Explore alternative	Create thank you cards for our visitors, thanking them for coming into our classes to talk about their roles. Discussion of the job roles people in their families do and how those occupations help others	Counting animals (exploring 1 more/1 fewer), practical addition and subtraction calculations. Sorting animals by criteria, e.g. pattern, number of legs, habitats, wings, amphibians, reptiles, mammals etc.	Discuss holidays and day trips in the future (planned visits). Use globes, atlases, non-fiction books and Google Earth to explore different countries and places. Make comparisons between these different places and discuss.

	<p>Naming and labelling parts of the body (beginning to write – emergent, representing some sounds in their writing).</p> <p>Representing themselves through computing equipment using a variety of art programs (exploring the mouse, keyboard, interactive board, iPad).</p> <p>Representing themselves through creative activities. Talk about how we are all different and all very special. Discuss our features, choosing particular colours for a purpose such a hair, eye, skin colour (choosing their choice of media, forms of expression and resources).</p> <p>Use a variety of hands-on, practical and sensory materials to form letters, write names, words, numbers etc.)</p> <p>Children to bring in photographs of when they were a baby and toddler. Discuss how they have grown and changed over time. Beginning to create a simple timeline.</p> <p>Our five senses – explore and discuss using non-fiction books. Experiments using our senses, e.g. tasting and exploring different textures. Taking care of our bodies – explore and discuss to create a poster (healthy diet, exercise, sleep, hygiene, oral health).</p>	<p>puppets, pumpkin carvings using tools, making spooky jelly and discussing changes observed, writing shopping lists for a Halloween party, write a recount of their Halloween experience).</p> <p>Bonfire night – Safety messages on firework safety and the firework code, being seen/visible in the dark. Children to create rockets using 3D shapes (cone and cylinder), marble rolling with paints to create firework pictures.</p> <p>Make chocolate apples and observe and discuss the changes that occur.</p> <p>Discuss how some people celebrate Birthdays. Children to create and write cards, party invitations, shopping lists for a party. Plan, design and make party hats. Use art program to create a pattern for a gift bag/wrapping paper.</p> <p>Share Diwali story (Rama and Sita) and talk about how some people prepare for, and celebrate this festival. Make clay Diya lamps, create and decorate Rangoli patterns, symmetrical Rangoli patterns using computer art program, make Diwali cards, taste Indian food and make coconut laddoo sweets (follow/read recipe</p>	<p>endings to the traditional tales.</p> <p>Use art program on the Smartboard or computer to draw their favourite characters (using the mouse, fill icon, stamps, textbox and keyboard).</p> <p>Begin to record using phonic knowledge to complete a variety of writing activities (making books, recall of important events, wanted posters (the big bad wolf / troll), letters (apology letter from Goldilocks to the three bears).</p> <p>Exploring and ordering by size (e.g. Billy Goats, The Three Bears). Exploring and extending size-related vocabulary.</p> <p>After reading The Three Billy Goats Gruff, children to select and use a variety of construction materials to construct a bridge that is strong enough to hold the weight of the Billy goats.</p> <p>Explore a variety of different materials and experiment and discuss why certain materials are used for particular purposes.</p> <p>Children to create masks and puppets with increasing independence to use as props within the areas of continuous</p>	<p>(also home learning activity).</p> <p>Children to discuss, draw and write about the job they would like to do when they are grown-up and why. Does this role help others?</p> <p>Discuss the role of the police and how the police help us? Introduce different types of police such as community officers, traffic/transport police (speeding), forensic police etc. Explore how animals support Police (horses, dogs).</p> <p>Look at different police vehicles. Why do they need different vehicles?</p> <p>Look at different technology used by police. For example, drones, walky-talkies etc.</p> <p>Behaviour and make links to the law. Create a comparison, if you break the rules in school what happens? If you break the law what happens?</p> <p>Make wanted posters for a character from cops and Robbers/ burglar Bill.</p> <p>Share experiences of visiting the doctor, nurse, hospital etc. Why did they need to visit the doctor? How did they help them? Children to write a simple</p>	<p>Discuss animals and their young. Talk about and explore animals that share similarities, e.g. hatch from eggs, are called the same when young such as cubs, calf, hatchling, pup etc. Look at how some animals don't look or share similarities to that of an adult. Match animals and their young.</p> <p>Read the story 'The Rainbow Fish' and discuss. Recap expectations of behaviour in school. Make 3D Rainbow Fish (art computer programme) and write kind words / captions.</p> <p>Practise cutting skills and scissor control – creating and cutting out pictures of animals, making animal puppets etc.</p> <p>Children to use information books to find out facts about animals. Children to write animal facts for a class animal non-fiction book.</p> <p>Discuss Noah and the Ark. Listen to, learn and sing Music Express 'Please Mr Noah'. Experiment with instrumental sounds and how they can be changed. Discuss the sounds of the animals and talk about pitch. What other animals have a high/low pitch sound?</p>	<p>Each week focus on a different country (also based on children's particular interest, culture or experiences). Find out information about this country, such as popular landmarks and historical buildings, cuisine, artist/art, traditions, flags etc. Locate the country on a World map/globe.</p> <p>Children to create flags on the different countries we explore – discuss each flag – colours/symbols and what these represent.</p> <p>Look at famous artists/popular art related to the chosen countries – discuss pieces of art and what the children like/dislike about them and how it makes them feel. Children to recreate their own creations in the style of a particular artist/genre of art.</p> <p>Find out about and discuss popular cuisine for the chosen countries. Look at ingredients needed and recipes. Children to create a shopping list for ingredients to make a popular dish. Children to visit shops in the local area in a small group and help to buy the items (link with maths and money). Children to follow the instructions and work within a group to prepare and make a popular recipe</p>
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	<p>Discuss oral health, visit and activities facilitated by SureStart.</p> <p>Healthy eating and cookery activities (vegetable soup, fruit smoothies). Children to create lists of ingredients.</p> <p>Observational drawings of fruit and vegetables.</p> <p>My friends – talk, draw and write about their friends, what makes a good friend and why they like them.</p> <p>Ordering and matching by size (baby items) exploring and extending size-related vocabulary.</p> <p>Discuss seasonal changes. Go on an autumn walk to look for signs of autumn. Children to complete a checklist/scavenger hunt of the signs they observe or items they collect.</p> <p>Discuss nocturnal animals and use non-fiction books to find out about hedgehogs. Children to create stories about a hedgehog.</p> <p>Creative activities based around autumn theme (leaf rubbings, leaf prints, clay hedgehogs, transient art).</p>	<p>instructions, list of ingredients, weighing ingredients, hand-hygiene measures). Hand templates to create Mehndi tattoo designs. Role-play and small-world areas enhanced with traditional Indian clothing and puppets.</p> <p>Remembrance day – watch Cbeebies video ‘Poppies’ and discuss. Children to create and make their own poppies, collages.</p> <p>Discuss seasonal changes. Go on a winter walk to look for signs of winter. Create winter collage pictures and winter prints. Alan Peat story bags – begin to create a winter-themed story together and the children to then create/write the ending of the story. Read the Snowman story and discuss experiences of snow or building a snowman. Cutting skills – cut and assemble snowman pictures.</p> <p>Discuss how to keep ourselves warm in the colder weather. Children to practise becoming increasingly independent in taking off and putting on their coats (including zip, button, or popper fastenings), hat, scarfs and gloves.</p>	<p>provision to support the recall and retelling of traditional tales.</p> <p>Safety messages discussed through particular traditional tales, focusing on Stranger Danger, not going off alone or out of sight, or into others homes without asking their parents first etc.</p> <p>Plan, design and make a bag or basket like Little Red Riding Hood’s basket.</p> <p>Children to make porridge. Observe and discuss changes that occur, texture and taste.</p> <p>Plant broad bean seeds, observe and discuss growth and change over time. Make lists of what will help a seed grow. Label parts of a flower.</p> <p>Measure and order beanstalks by length/height (rulers, tape measures, unifix cubes). Maths games that involve counting, sharing, estimating, adding and subtracting the magic beans (including using a ten frame and finding 1 more/ 1 fewer).</p> <p>Explore and discuss colour mixing and paint pictures of The Three Little Pigs.</p> <p>Construct a house for the three little pigs using a variety of construction</p>	<p>recount of their experiences.</p> <p>Role-play areas to change / be enhanced each week to reflect the different roles (e.g. hospital with medical tools, x-rays, appointment cards, prescriptions, medical reports, dressing-up clothes).</p> <p>Look at different modes of transport, used by doctors, paramedics and air ambulance.</p> <p>Children to create their own x-ray pictures using black paper and chalks.</p> <p>Introduce real medical equipment, such as stethoscope, syringe, and blood pressure machine and explore how they are used.</p> <p>Discuss vets and make comparisons between the roles of doctors and vets.</p> <p>Explore the role of dentist. Share experiences of visiting the dentist. Explore healthy and unhealthy foods and talk about the importance of oral health.</p> <p>Discuss people who help us in the local area, such as lollipop person, post person, shop workers etc. and explore money through practical activities and role-play.</p>	<p>Share the story ‘Dear Zoo’. Children to write a letter to the zoo asking for a pet.</p> <p>Discuss and explore camouflage. Talk about how we can use books and computers to find out information. Adult to model using search bar and using index and contents pages in non-fiction books. ‘Who is hiding in the grass’ creative activity? Children to use scissors to cut out zig-zag shapes and draw an animal of their choice inside the card.</p> <p>Children to create their own simple pictogram based on animals (do you have a pet/ favourite animal etc.). Children to record the responses and then discuss what their pictogram shows.</p> <p>Discuss animal life cycles. Look at, and discuss the life cycle of a butterfly/frog. Children to cut and stick pictures to show the life cycle. Sing ‘There’s a tiny caterpillar’ song. Read ‘The very hungry caterpillar’ book. Raise our own Painted Lady Butterflies and discuss the changes observed.</p> <p>Outdoor minibeast hunt - Children to complete a checklist/scavenger hunt of the minibeasts they observe/find.</p>	<p>(using different tools, hand hygiene, safety using the oven).</p> <p>Role-play area – enhanced with a variety of cultural items and clothing, globes, maps.</p> <p>Barnaby Bear and Paddington Bear links to find out information about different countries and places.</p> <p>Transport – explore different modes of transport that we could use when going on holiday.</p> <p>Liverpool – look at our city and make comparisons between different places. How are they the same and different?</p> <p>Learn some common words/phrases for each of the weekly focused countries, e.g. hello, goodbye, thank you, please, counting, or colours.</p> <p>Explore and discuss different holidays (related to children’s experiences and interests) such as beach/seaside holidays, camping, caravan, hotels, skiing, cruise, safari, city breaks etc.</p> <p>EYFS ‘Beech/seaside’ celebration day. Children to come to school wearing clothes that they would wear if they visited the seaside. Children to discuss</p>
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		<p>Christmas – read and discuss the Christmas/Nativity story and how this is a story that some people believe and celebrate. Relate back to Birthdays and how Christmas Day is the Birthday of Jesus. Children to design, create and write Christmas cards and letters to Santa (Dear Santa book). Variety of Christmas crafts including: cutting/snipping green paper to make cone Christmas trees, looking at the New Year and creating a calendar, making and baking Christmas biscuits/cookies (following recipe, weighing ingredients, following instructions), exploring Christmas in the past and looking at and discussing toys from the past (making comparisons to present day toys), Christmas-themed role-play area (elf workshop, Santa’s grotto, winter wonderland etc.), weighing and ordering presents by weight (discussing heavy, light and balanced), recognising and ordering numbers on an advent calendar (including 1 more/1 fewer, missing numbers), ordering the Christmas stockings by length (including longest and shortest), ordering the elves by height (including shortest and tallest), Christmas songs and dances / Christmas</p>	<p>materials (indoor/outdoor areas).</p> <p>Chinese New Year – read and discuss story of the animal race, look at Chinese traditions and write facts about Chinese New Year, cut and create lanterns, create dragon/lion puppets, make lucky money wallets, look at Chinese writing/numerals (mark-making activities), create willow pattern plates, colour mixing to create orange tree pictures, taste and explore Chinese cuisine, EYFS Chinese New Year party exploring instruments, dance, ribbon dances and Chinese music.</p> <p>Look at our Royal Monarchy. Discuss how this compares to Queens, Kings, Princesses and Princes in stories. Children to design and create crowns, tiaras, coat of armour shields.</p> <p>Use Out of the Ark music books and CDs to role-play / act out the stories and learn and sing the songs.</p>	<p>Explore fire fighters and their roles in helping people. Look at and discuss the various roles fire fighters do in addition to fighting fires.</p> <p>Mother’s Day – talk about families and how families differ (PSED). Talk about why they love their mum. Children to design and create their own Mother’s Day cards.</p> <p>Easter: Explore the Easter story and how it is a celebration that some people celebrate and believe. Children to design and create their own Easter cards and baskets, writing a short message and their names in their cards. Children to follow/give instructions using positional language to find Easter eggs in the outdoor area.</p>	<p>Pets – discuss and write about family pets. Children to make a list / poster of the things that animals need to survive. Children to bring in photographs of their pets and discuss during ‘show and tell’ question and answer session.</p> <p>Create clay animal models and paint when dry. Children to use tools to help sculpt their models.</p> <p>D&T Design sheet – create an animal puppet.</p> <p>Vets role-play area.</p> <p>Visit to Knowsley Safari Park and Safari School session.</p> <p>Recount (writing) of our visit to Knowsley Safari Park. Share photographs/video clips of the day. Recall and talk about what we did first, next, then etc. Children to recall their experiences and favourite parts of the day.</p>	<p>their experiences of visiting the seaside. Lots of fun seaside activities, including hook-a-duck, sandpits, paddling pools, hotdog and ice-cream stalls, tin-can alley, target games, kite flying, volley ball etc.</p> <p>Holidays from the past – make comparisons of where people used to go on their holidays, where did they stay? How did they get there? What did they do? What did they wear?</p>
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		performance (building up a repertoire of songs and dances).				
Additional Activities Covered						
	<p>Daily phonics activities (differentiated groups LCP planning).</p> <p>Daily mathematics activities.</p> <p>Daily songs, nursery rhymes, continuing rhyming strings, making up silly nonsense rhymes, alliteration.</p> <p>PSHE Jigsaw scheme.</p>	<p>Daily phonics activities (differentiated groups LCP planning).</p> <p>Daily mathematics activities.</p> <p>Daily songs, nursery rhymes, continuing rhyming strings, making up silly nonsense rhymes, alliteration.</p> <p>PSHE Jigsaw scheme.</p>	<p>Daily phonics activities (differentiated groups LCP planning).</p> <p>Daily mathematics activities.</p> <p>Daily songs, nursery rhymes, continuing rhyming strings, making up silly nonsense rhymes, alliteration.</p> <p>PSHE Jigsaw scheme.</p>	<p>Daily phonics activities (differentiated groups LCP planning).</p> <p>Daily mathematics activities.</p> <p>Daily songs, nursery rhymes, continuing rhyming strings, making up silly nonsense rhymes, alliteration.</p> <p>PSHE Jigsaw scheme.</p>	<p>Daily phonics activities (differentiated groups LCP planning).</p> <p>Daily mathematics activities.</p> <p>Daily songs, nursery rhymes, continuing rhyming strings, making up silly nonsense rhymes, alliteration.</p> <p>PSHE Jigsaw scheme.</p>	<p>Daily phonics activities (differentiated groups LCP planning).</p> <p>Daily mathematics activities.</p> <p>Daily songs, nursery rhymes, continuing rhyming strings, making up silly nonsense rhymes, alliteration.</p> <p>PSHE Jigsaw scheme.</p>
Early Learning Goals (For the end of the Reception Year)						
<p>Communication and Language</p> <p>ELG: Listening, Attention and Understanding</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversation when engaged in back-and-forth</p>	<p>Personal, social, emotional development</p> <p>ELG: Self-Regulation</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability</p>	<p>Physical Development</p> <p>ELG: Gross Motor Skills</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>ELG: Fine Motor Skills</p> <p>Hold a pencil effectively in preparation for fluent</p>	<p>Literacy</p> <p>ELG: Comprehension</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate – where appropriate – key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>	<p>Maths</p> <p>ELG: Number</p> <p>Have a deep understanding of number to 10, including the composition of each number.</p> <p>Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>ELG: Numerical Patterns</p>	<p>Understanding the World</p> <p>ELG: Past and Present</p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>Expressive arts and design</p> <p>ELG: Creating with Materials</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.</p>

<p>exchanges with their teacher and peers</p> <p>ELG: Speaking Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p>to follow instructions involving several ideas or actions.</p> <p>ELG: Managing Self Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>ELG: Building Relationships</p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs.</p>	<p>writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>	<p>ELG: Word Reading</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>ELG: Writing</p> <p>Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p>Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p>ELG: People, Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p>ELG: The Natural World Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural</p>	<p>ELG: Being Imaginative and Expressive Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>
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