

EYFS Curriculum Overview for St. Luke's Primary School 2024//25



TELAT EYFS Curriculum Vision

At The Eveleigh Link Academy Trust we recognise that a child's experiences up to the age of five have a huge impact on their future life. We treat children as the individuals they are, celebrating their differences and their strengths, supporting their needs and enabling them to reach their full potential. As a result, our curriculums and daily practice are flexible, responsive and ambitious, taking into consideration the three Characteristics of Effective Learning: playing and exploring, active learning and creating and thinking critically. Our curriculums are based upon the standards set in the statutory EYFS Framework (2021) and supported by the non-statutory guidance of Development Matters (2021) alongside knowledge of our children, families and local communities. This knowledge is interwoven in the seven Areas of Learning and Development, to ensure progress towards meeting our end of year curriculum goals and the Early Learning Goals (ELGs) by the end of the Reception year and appropriately prepare them for year one. We aim to give our children the best possible start.

St. Luke's Park School EYFS Curriculum Vision

At St Luke's Park Primary School our main priority is to ensure our pupils feel welcome, safe and supported. We work closely with children and their families to understand individual's specific interests, abilities and challenges and to support healthy, age-appropriate development. We offer a fun and welcoming environment, within our extended grounds, to provide pupils with equal opportunities of outdoor experiences all year round. Through self-selection and open-ended play, we aim to create a learning space which fosters independence and collaboration in equal measure. At Meadgate, we put relationships first.

Educational Programmes

Prime Areas			Specific Areas			
Communication & Language	Personal, Social & Emotional	Physical	Literacy	Mathematical	Understanding the World	Expressive Arts & Design
<p>Communication and language is integral to our everyday practice. Primarily through meaningful conversation with adults, and each other, children develop communication skills, explore and extend vocabulary, have shared experiences and deepen understanding. Sensitive but probing questioning is used during 'Explore Time' and direct teaches, to encourage elaboration, clarity of thinking and an improved understanding and use of vocabulary. Thought provoking images and questions are used regularly, especially during shared snack times, to challenge children's thinking, promote healthy debate and encourage mutual respect. Through various sized groups and contexts, including circle time and 'Show and Share', children learn to pay attention to, respond to and question what they hear and see. Children listen and share regularly within their keyworker groups so that, over time, their communication skills</p>	<p>Our main priority is to ensure our pupils feel welcome, safe and supported. We aspire for every child to develop a good understanding of themselves and others. We want our children to be happy and confident individuals. Our environment and daily routine are designed to promote executive functioning skills and self-regulation, as well as enabling positive relationships to form. Adults facilitate this by supporting children to follow class rules, modelling good behaviour and engaging in reflective discussions. We use a keyworker approach to support the development of secure attachments, build confidence and facilitate independence. Independence in learning and self-care is promoted and developed over time. For example, teaching the children how to change themselves for PE and how to gather resources they need for a task. Children engage in weekly taught sessions from The Jigsaw Approach, which links to the whole school PSHE scheme. This is supplemented with an annual visit from the Life Education Bus and related resources from SCARF Coram Life Education.</p>	<p>Children are taught the importance of regular exercise and its effect on our physical, mental and emotional wellbeing. They take part in weekly PE lessons with our specialist sports coach and follow the whole school curriculum which includes dance, gymnastics, invasion games, and athletics. The class also join in with whole-school sports day in the summer term. From January, all children are offered weekly swimming lessons at our onsite pool. Children take part in daily short dance sessions from 'GoNoodle' and have continuous access to resources which support their gross motor development. They are also given opportunities to develop their fine motor skills through a range of tools and activities within continuous provision and enhancements. Children take part in daily 'Dough Disco' sessions in the Autumn term, and 'Funky Fingers' in the Spring, to develop their strength and dexterity in their upper bodies, arms, hands and fingers which aid the development of handwriting. Handwriting lessons are taught daily to support pencil grip and correct letter formation.</p>	<p>Systematic synthetic phonics based on Letters and Sounds is taught daily and supplemented with Jolly Phonics actions and songs to support different learning styles. Children are taught as a whole class, before splitting into groups to meet their needs and maximise potential. Books are used as teaching tools, to enhance our curriculum and, more importantly, for pleasure, through daily story time. Every child reads a book consistent with their developing phonic knowledge individually with an adult at least once a week. Adults model storytelling using texts, their imaginations and real-life experiences in various contexts. Children have the opportunity to tell their own stories through small-world, role play and 'Story Scribing'. Writing resources are incorporated throughout the environment to encourage spontaneous mark making; children's attempts and creativity are celebrated. We hope to inspire them to write independently following whole class modelling sessions. In the Summer term, 'Super Sentences' supports children's understanding of words, captions and sentences and helps them write their own.</p>	<p>Maths is everywhere! Children learn about it through play and daily experiences in meaningful ways. They actively learn to sort, explore, compare, count, calculate, describe, subitise and manipulate numbers through the physical resources and activities in their environment. Pupils are also given opportunities to develop their spatial reasoning with activities such as obstacle courses and cookery on offer. Additionally, maths is explicitly taught daily as a short whole class session and followed up with maths challenges tailored to pupils' needs. These lessons are based upon White Rose Maths. Following a mastery approach, children use a combination of concrete manipulatives, pictorial representations and abstract ideas to deepen their understanding of number. Children are encouraged to talk through problems, learning and using new mathematical vocabulary and developing their reasoning and problem-solving skills. They learn to become creative, critical thinkers, problem solvers and brave learners through set maths challenges and targeted questioning within a 'have-a-go' culture.</p>	<p>Children are given experiences to help develop their awareness, understanding, respect and appreciation of a world beyond and before themselves. Observational drawing sessions help them attend to details and notice similarities and differences between living things, environments and other aspects of the natural world. Seasonal walks within the school grounds and local community allow children to discover seasonal changes in nature and develop their understanding of maps within their local area. This is supplemented with a trip further afield in the summer term to experience a different type of natural environment. To understand the journey of their food, children plant, care for, harvest, prepare, cook and then eat their own vegetables. Pupils have the opportunity to care for and observe the life cycles of birds and insects with Living Eggs and Insect Lore each year. Children learn about similarities and differences in cultures, customs and periods of time through visits from family and community members, as well as a permanent domestic roleplay that evolves with festivals and celebrations. We all tell our own stories and use books to learn</p>	<p>We believe that creative expression is a vital outlet for developing children's self-esteem, confidence and individuality. We provide children with a range of resources and tools to facilitate this in areas such as the painting area and workshop. Children have the option to share their creations and receive peer support to help refine both the process and outcome. Children learn stories, rhymes, poems and songs then perform these on our outdoor stage with peers and to the school and parents in Harvest Festival and the Nativity. Small world and role play activities are provided to encourage children to create and tell their own stories. 'Story Scribing' time with an adult is offered in the Summer term to inspire story writing and allow children to imagine and create their own storybooks beyond their transcription skills. Children take part in weekly Charanga music lessons, which links to the whole-school scheme of work, where children learn to remember a bank of nursery rhymes and other songs as well as learning to play simple parts on a glockenspiel. During Explore Time, children have continuous access to instruments and other resources to support their creative expression such as costumes and character masks.</p>

develop within a familiar and safe environment.					about others and expand our vocabulary.	
Curriculum Goals						
<ul style="list-style-type: none"> LISTEN to others with intent ASK a relevant question, make a relevant comment Participate in a back-and-forth DISCUSSION with friends & teachers EXPRESS ideas, feelings and explanations in full sentences 	<ul style="list-style-type: none"> Be INDEPENDENT learners who are relaxed, open & ACTIVE in the environment Build positive RELATIONSHIPS with others REGULATE their own emotions and behaviour Be INDEPENDENT learners who manage their own self-care 	<ul style="list-style-type: none"> ENJOY moving their bodies in different ways Manoeuvre with SAFETY and CONFIDENCE HOLD writing tools effectively USE cutlery confidently 	<ul style="list-style-type: none"> TALK about a favourite story Use recently-introduced VOCABULARY from core class texts READ a book consistent with their phonics knowledge WRITE a simple sentence consistent with their phonic knowledge that can be read by themselves and others 	<ul style="list-style-type: none"> UNDERSTAND numbers to 10 in depth RECALL key number facts to 10 COUNT beyond 20 EXPLAIN, REASON & PROBLEM SOLVE using numbers to 10 	<ul style="list-style-type: none"> KNOW who is important in their life and why Understand important PROCESSES in the natural world APPRECIATE different religious and cultural communities locally and around the world LOG ON to a school laptop using their personal username and password 	<ul style="list-style-type: none"> EXPRESS themselves through their favourite mediums Use tools and techniques to make own INVENTIONS TELL their own story PERFORM to an audience
EYFS Curriculum Content						
Each planned topic is included in the curriculum for specific reasons. They do not run for a specific amount of time but are based on the children's current learning, therefore a topic can run for between two and seven weeks. Each topic has related themes, resources and activities that can be used in enhanced provision alongside those related to need and those inspired by the children's interests.						
<i>Term</i>	Autumn (7 + 7)		Spring (6 + 6)		Summer (6 + 7)	
Topic	Our Journey Begins	How do people celebrate?	The Circle of Life	All creatures great and small	Our Wonderful World	Sun, fun and off to Year One
Themes	<ul style="list-style-type: none"> Starting school. Getting to know you – friendships Buddies with the older children – reading Our class rules and school values, School tour. Special person – we are all unique. Special jobs in class. Introduce Little Acorn Café Zones of regulation – links with feelings. What makes me special? Chatter boxes linked with show and tell. Me and my family, Where do we live and where is our school? Traditional Tales – Red Riding Hood, 3 Little Pigs, 3 Billy Goats Gruff, Gingerbread man. 	<ul style="list-style-type: none"> Different seasons Autumn and winter – Hibernation, leaves, Our autumn walk. Celebrations and special around the world – Firework night. Celebrating differences – Divali, Christmas traditions Christmas concert Winter – clothes, snow, ice, arctic polar bears, penguins. 	<ul style="list-style-type: none"> Chinese New Year New beginnings/ aspirations mini topics: Anniversary of AA Milne Winnie the Pooh AA Spring – New life – life cycles, (butterflies, frogs) -Growing plants and we are changing too. Getting our garden ready from spring. Easter 	<ul style="list-style-type: none"> Dinosaurs and dragons Minibeasts, Caterpillar life cycle. Food Healthy eating and oral health – cleaning our teeth. Our well-being Superpotato People who help us linked to Jobs – Mystery Guests - superheroes - 	<ul style="list-style-type: none"> Countries –Europe Italy, France, Greece and England) Paddington Bear, Pinocchio, Florence Nightingale (may 12th) links with Italy Dancing and music from other countries, Africa and Australia 	<ul style="list-style-type: none"> Summer season – compare with autumn, spring and winter Seaside towns – old and new Mini-topic Pirate Share experiences of day trips and holidays Sports day – practise and event Transition into Year One – coping with change, growing up. Reading stories in new environment, meeting and visiting new teachers.

	<ul style="list-style-type: none"> - Harvest festival - - 					
Enquiry questions	Who am I? What makes me special?	What changes do you notice? How is ___ celebrated?	What do I want to achieve? How do I get there?	What's in that egg? How does this grow?	Where does food come from? How can I stay healthy?	What's at the seaside? What happens next?
Enrichment activities	<ul style="list-style-type: none"> - Sharing 'Chatter Boxes' - Harvest Festival - A tour of our new school and surroundings, 	<ul style="list-style-type: none"> - Seasonal Walk - Pantomime trip - Christmas Lunch - Diwali workshop - Christmas performance to parents 	<ul style="list-style-type: none"> - Chinese New Year – tasting food, learning mandarin - Planting seeds and bulbs - Looking after our environment 	<ul style="list-style-type: none"> - Seasonal Walk - Grow butterflies, have pets come into visit. - Little Owls company in to visit the class? - Mystery Guests – share their jobs with the class - 	<ul style="list-style-type: none"> - Be a superhero day/Design your own Mr Potato Head - Growing caterpillars into Butterflies - Visit from catering manager/ local paramedic/ fire fighter/police officer 	<ul style="list-style-type: none"> - Sports day - Summer fete
Celebrations/ Awareness Days	Harvest Festival World Food day (16/10) Anti-Bullying Week: 11-15 November 2024.	Diwali (12/11) Bonfire Night (5/11) Remembrance (11/11) Christmas Jumper Day Christmas (25/12)	New Year (1/1) Winnie the Pooh day (18.01) Chinese New Year (29/01) Safer Internet Day 6/2	Shrove Tuesday (13/02) Valentine's Day (14/2) World Book Day (6/3) Road Safety week (19/3) World Poetry Day 21/03 Mother's Day (30/3)	Easter (20/4) St George's Day (23/4) Florence Nightingale (12/05)	Father's Day (15/6)
Core texts/songs/rhymes	<ul style="list-style-type: none"> ❖ Starting School (<i>SLS loan</i>) ❖ Harry my friend story ❖ Morning/home time songs ❖ Harvest songs Little Red Hen ❖ Red Riding Riding Hood ❖ Three Billy Goats' Gruff ❖ Three Little Pigs ❖ Goldilocks and the Three Bears ❖ Book of feelings ❖ Books about families around the world ❖ 	<ul style="list-style-type: none"> ❖ Dipal's Diwali (<i>Twinkl</i>) ❖ <i>Diwali workshop</i> ❖ The Jolly Christmas Postman ❖ Nativity songs ❖ Elmer 	<ul style="list-style-type: none"> ❖ We're Going On a Bear Hunt ❖ The Great Race ❖ The House at Pooh Corner, History of AA Milne life ❖ Peter Rabbit stories – Beatrix Potter ❖ Growing - Jasper's Beanstalk ❖ Jack and the Beanstalk 	<ul style="list-style-type: none"> ❖ Dinosaurs (<i>SLS Topic Box</i>) ❖ Ten Little Dinosaurs ❖ Life Cycle non-fiction texts ❖ The Ugly Duckling ❖ Superheroes – linked to jobs people who help us ❖ Healthy eating - Supertato 	<ul style="list-style-type: none"> ❖ The Tiger Who Came to Tea ❖ Pinocchio story – Italy ❖ Story of Florence Nightingale and Monet – real life ❖ Handas Surprise ❖ Kangaroo stories, koalas, wombat ❖ Finding Nemo - Australia - Oceans 	<ul style="list-style-type: none"> ❖ Commotion in The Ocean ❖ The singing mermaid ❖ Sharing a shell ❖ The Snail and the Whale ❖ Pirates In Underpants ❖ Lucy and Tom go to the Seaside ❖ Kipper at the seaside ❖ 10 Little Pirates
Term	Autumn (7 + 7)		Spring (6 + 6)		Summer (6 + 7)	
Key vocab	Rules, responsibilities, names, locations, naming resources and routines, hero, celebrate, superpower	Autumn, seasons, change, difference, Diwali, Rangoli, remembrance, Hannukkah, Christmas, Hinduism, Judaism, Christianity	Resolution, wish, achieve, China, map, journey, winter, seasons, travel, positional language	Spring, growth, hatch, life cycle, bloom, bud, seasons, Holi, Easter, Christianity, Hinduism, fossil, footprint	Growing, vegetables, Ramadan, Islam, Eid al-Fitr, birthday, queen, St George, healthy	Summer, seasons, change, caterpillar, butterfly, chrysalis, seaside, sea, sand, beach, shells, worries,

C&L	<ul style="list-style-type: none"> - Listen for short periods on the carpet - Listen to and following instructions from key person - Wait our turn to talk - Use talk to meet our needs - Share key information about ourselves and our family members – (treasure boxes) - Talk about our favourite things - Key person circle times introduced - Start buddy activities with Y6 	<ul style="list-style-type: none"> - Listen on the carpet during direct teaches - Develop back-and-forth interactions; showing more interest in others' talk, listening to what they say - Talk partners introduced in Phonics and Maths lessons - Comment on what we are doing/answering more questions during play - Learn songs and lines for the Nativity and perform to an audience - Show & Tell (items from home) 	<ul style="list-style-type: none"> - Listen on the carpet for longer direct teaches - Acquire new, subject-specific vocabulary - Develop back-&-forth conversations; listening to & remembering what the other person has said and relaying it - Talk partners introduced in topic lessons - Ask questions, finding out answers together & commenting on non-fiction texts - Retell/act out our favourite stories - Show & Share (explore time) 	<ul style="list-style-type: none"> - Listen carefully to retrieve facts from non-fiction texts and videos - Develop back-&-forth conversations; listening to and remembering what the other person has said and acting on it - Explain, and ask questions, about life processes, discussing findings with others - Ask questions, then observe and listen to find out the answer - Use subject-specific vocabulary when retelling life processes - Show & Share (explore time) 	<ul style="list-style-type: none"> - Develop back-and-forth conversations; remembering what the other person has said and responding appropriately - Comment on, and ask questions about favourite foods, discussing with others in a group - Ask, and find out, where different food comes from - Listen to and ask questions of a visitor and comment on their answers - Naughty Bus Show & Share 	<ul style="list-style-type: none"> - Share feelings, worries, concerns about moving to Year One in full sentences and listen to those of others with empathy - Ask relevant questions of their new teachers - Make predictions about what might happen next e.g. life cycle, year one - Share facts they know and ask questions about pirates - Tell their own stories to an adult and have them scribed, act them out as part of a group (Story Scribing) - Naughty Bus Show & Share
PSED	<ul style="list-style-type: none"> - Practise leaving my caregiver at the gate - Get to know keyworkers and feel safe with them - Understand who trusted adults are in my life - Follow simple instructions given by a familiar adult - Help create class rules & learn to follow them - Play alongside and with new friends - Stay safe at Halloween - Use toilet & washing hands at school - Begin changing for PE with support - Collect and eat my lunch at school - Massage in Schools 	<ul style="list-style-type: none"> - Leave my caregiver independently - Share how I'm feeling with familiar people - Follow instructions and class rules with less need for reminders - Play with a variety of children and resources - Building further relationships e.g. across KS2/buddies - Stay safe on Bonfire Night - Use the toilet at school and washing my hands with more independence - Change for PE - Collect and eat lunch at school with more independence - Taste new foods at Little Acorn Café - Massage in Schools 	<ul style="list-style-type: none"> - Share what I like/don't; recognising others may have different choices - Follow more complex instructions from familiar adults - Recognise some of my own strengths and areas for development - Develop friendships and wider relationships - Use toilet & wash hands independently - Change for PE with more independence - Begin changing for swimming with support - Learn about and practice pool safety - Taste new foods at a Chinese Banquet - Massage in Schools 	<ul style="list-style-type: none"> - Continue to develop relationships with a range of peers and adults in school - Develop strategies for solving conflict with others - Understand how they have grown since they were a baby and how they have changed - Change for PE independently - Massage in Schools 	<ul style="list-style-type: none"> - Understand that others may be feeling differently to us and begin to respect that - Understand and describe what we can do to look after our bodies and minds - Find out ways in which we can keep ourselves safe - Change for swimming with increasing independence - Make a wider range of food choices - Taste new foods that we have grown, prepared and cooked ourselves - Massage in Schools - 	<ul style="list-style-type: none"> - Share what we have most enjoyed about our time in Reception and recognise own achievements and those of others - Prepare for the changes that Y1 will bring including getting to know our new teacher(s) and classroom - Change for swimming independently - Understand about our bodies and how they have changed since we were babies
Term	Autumn (7 + 7)		Spring (6 + 6)		Summer (6 + 7)	

<p><i>The JIGSAW Approach</i></p>	<p>Being Me in My World (P1)</p> <ol style="list-style-type: none"> 1. <i>Who...me?</i> 2. <i>How am I feeling today?</i> 3. <i>Being at school</i> 4. <i>Gentle hands</i> 5. <i>Our rights</i> 6. <i>Our responsibilities</i> 	<p>Celebrating Difference (P2)</p> <ol style="list-style-type: none"> 1. <i>What I am good at</i> 2. <i>I'm special, I'm me!</i> 3. <i>Families</i> 4. <i>Houses and homes</i> 5. <i>Making friends</i> 6. <i>Standing up for yourself</i> 	<p>Dreams and Goals (P3)</p> <ol style="list-style-type: none"> 1. <i>Challenge</i> 2. <i>Never giving up</i> 3. <i>Setting a goal</i> 4. <i>Obstacles and support</i> 5. <i>Flight to the future</i> 6. <i>Footprint awards</i> 	<p>Relationships (P5)*</p> <ol style="list-style-type: none"> 1. <i>My family and me</i> 2. <i>Make friends...Pt1</i> 3. <i>Make friends...Pt2</i> 4. <i>Falling out and bullying Pt1</i> 5. <i>Falling out and bullying Pt2</i> 6. <i>Being the best friend...</i> 	<p>Healthy Me (P4)*</p> <ol style="list-style-type: none"> 1. <i>Everybody's body</i> 2. <i>We like to move it</i> 3. <i>Food glorious food</i> 4. <i>Sweet dreams</i> 5. <i>Keeping clean</i> 6. <i>Stranger danger</i> 	<p>Changing Me (P6)</p> <ol style="list-style-type: none"> 1. <i>My body</i> 2. <i>Respecting my body</i> 3. <i>Growing up</i> 4. <i>Fun and fears Pt1</i> 5. <i>Fun and fears Pt2</i> 6. <i>Celebration</i>
<p>Physical</p>	<ul style="list-style-type: none"> - Move bodies confidently & safely within a new environment - Daily 'Wake Up, Shake Up' - Large outdoor equipment to balance, jump & climb - Sensory/outdoor exploration e.g. sandpit, mud kitchen - Parachute games and throwing and catching a large ball (PE) - Mark making and using small tools safely e.g. playdough and clay tools - Begin to use cutlery to feed ourselves 	<ul style="list-style-type: none"> - Daily 'Funky Fingers'/Disco dough - Find our favourite ways to move within environment (indoors and outdoors) being mindful of others - Use large outdoor equipment to balance, jump and climb with increasing confidence - Learn actions for songs (Nativity) - Use wall bars in the hall safely and confidently (PE) - Daily 'Dough Disco' - Begin to form letters of the alphabet - Begin to use my cutlery more independently 	<ul style="list-style-type: none"> - Begin to find different ways to travel over, under and through; negotiating space safely and confidently - Dance/gymnastics: travelling movements (PE) - Dragon dances - Form all letters from - Use cutlery for new and different foods, try using chopsticks 	<ul style="list-style-type: none"> - Play more structured outdoor games using selected equipment - Football, basketball and hockey (PE) - Swimming lessons - Digging and planting - Daily 'Funky Fingers' - Form recognisable letters within words - Cut up my own food at lunchtime - Use our developing fine motor skills to make, decorate and flip pancakes 	<ul style="list-style-type: none"> - Make up own outdoor games using selected equipment - Digging up vegetables, washing and cutting them - Daily 'Super Sentences' - Form recognisable letters accurately within phrases and sentences 	<ul style="list-style-type: none"> - Make up own outdoor games using own choices of equipment - Athletics (PE) - Daily 'Super Sentences' - Form recognisable letters accurately within sentences

<div>Literacy Phonics</div> <div>Little Wandle scheme of work</div>	<div>Phase 2</div> <div>Autumn 1</div> <div>New phoneme New GPC Oral blending Teacher-led blending and Independent reading Tricky words Read the phrase/ sentence Spellin</div> <div>Begin Phase 2</div> <div>Week 1 s a t p Week 2 i n m d Week 3 g o c k is Week 4 ck e u r l Week 5 h b f l th</div>	<div>Autumn 2</div> <div>Week 1 ff ll ss j put* pull* full* as</div> <div>Week 2 v w x y and has his her</div> <div>Week 3 z zz qu words with s /s/ added at the end (hats sits) ch go no to into</div> <div>Week 4 sh th ng nk she push* he of</div> <div>Week 5 • words with s /s/ added at the end (hats sits) • words ending s /z/ (his) and with s /z/ added at the end (bags) we me be</div>	<div>Phase 3</div> <div>Spring 1</div> <div>Week 1 ai ee igh oa</div> <div>Week 2 oo oo ar or was you they</div> <div>Week 3 ur ow oi ear my by all</div> <div>Week 4 air er words with double letters: dd mm tt bb rr gg pp ff are sure pure</div> <div>Week 5 Longer words</div>	<div>Spring 2</div> <div>Week 1 review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear Review all taught so far Secure spelling</div> <div>Week 2 review Phase 3: er air words with double letters longer words</div> <div>Week 3 words with two or more digraphs</div> <div>Week 4 longer words words ending in –ing compound words</div> <div>Week 5 longer words words with s in the middle /z/ s words ending –s words with –es at end /z/</div>	<div>Phase 4</div> <div>Summer 1</div> <div>Week 1 short vowels CVCC said so have like</div> <div>Week 2 short vowels CVCC CCVC some come love do</div> <div>Week 3 short vowels CCVCC CCCVC CCCVCC longer words were here little says</div> <div>4 longer words compound words there when what one</div> <div>Week 5 root words ending in: –ing, –ed /t/, –ed /id/ /ed/ –est out toda</div>	<div>Summer 2</div> <div>Week 1 long vowel sounds CVCC CCVC Review all taught so far Secure spelling</div> <div>Week 2 long vowel sounds CCVC CCCVC CCV CCVCC</div> <div>Week 3 Phase 4 words ending –s /s/ Phase 4 words ending –s /z/ Phase 4 words ending –es longer words</div> <div>Week 4 root word ending in: –ing, –ed /t/, –ed /id/ /ed/, – ed /d/</div> <div>Week 5 root word ending in: –er, –est longer word</div>
	Term	Autumn (7 + 7)	Spring (6 + 6)		Summer (6 + 7)	

<p>Literacy Reading</p>	<p>Getting To Know You: Baseline</p> <p>Little Wandle</p> <ul style="list-style-type: none"> - Introduce wordless books. Then as sounds are introduced when confident introduce Phase 2 set 1 level books. - Talk about pictures and name objects – linked to initial sound. - Use favourite stories & print in environment to explore the 5 key concepts about print: <ul style="list-style-type: none"> - meaning - different purposes - English read= L>R, T>B - Name parts of book - Page sequencing - Read stories as a class/groups & support attention and recall - Read stories and poems with rhymes and repeated refrains and encourage children to join in - Weekly 1:1 reading then move onto group reading when ready. - Hold books, turning pages - Have conversations about books & develop new vocab - Discuss what's happening in pictures - Ask & answer questions - Name recognition 	<p>Little Wandle</p> <p>When sharing books with class and small groups, answer more simple questions</p> <ul style="list-style-type: none"> - Weekly 1:1 reading/small groups <ul style="list-style-type: none"> ➢ Recognise letters ➢ Point out initial sounds ➢ Oral blending and blending VC/CVC ➢ Discuss pictures and answer questions ➢ Recognise some common irregular words – Phase 2 tricky words <p>Prosody, decoding and comprehension</p>	<p>Little Wandle</p> <p>Phase 2 level books</p> <p>Working on Prosody, decoding and comprehension</p> <p>On going assessment every half term. On going assessment every half term.</p> <p>Prosody, decoding and comprehension</p>	<p>Little Wandle</p> <p>Phase 2 level books</p> <p>Working on Prosody, decoding and comprehension</p> <p>On going assessment every half term. On going assessment every half term.</p> <p>Prosody, decoding and comprehension</p>	<p>Little Wandle</p> <p>Phase 3 level books</p> <p>Working on Prosody, decoding and comprehension</p> <p>On going assessment every half term. On going assessment every half term.</p> <p>Prosody, decoding and comprehension</p>	<p>Little Wandle</p> <p>Phase 3 level books</p> <p>Working on Prosody, decoding and comprehension</p> <p>On going assessment every half term. On going assessment every half term.</p> <p>Prosody, decoding and comprehension</p>
<p>Literacy Writing</p>	<p>Getting To Know You:</p> <ul style="list-style-type: none"> - Baseline – Can you write your name/familiar letters - Mark making/writing for purpose, matched to child's interests e.g. within CP, me and my family, my favourite story character etc. - Learn 'The Little Red Hen', traditional tales story maps – Red Riding Hood journey - Pattern writing for early writing - Copy the letters from my name - Disco Dough, Funky Fingers - Spellings in the air/on our hand/white boards. 	<ul style="list-style-type: none"> - Handwriting - Autumn 2 writing assessment: My October Half Term Holiday (Recount) - Write own name and use to label work within explore time - Learn letter formation for every grapheme in Phase 2 - Use a checklist e.g. on Autumn Walk - Write Christmas post e.g. lists, cards and letters (mark making > initial letter sounds) - Disco Dough, Funky Fingers - Helicopter stories, orally tell a story for CT to write. Spellings in the air/on our hand/white boards. 	<p>Spring 1 writing assessment:</p> <ul style="list-style-type: none"> - Introduce 'Groovy Groups' My Christmas Holiday (Recount) - Form letters correctly for each grapheme in Phase 2 - Spell CVC words - Spell decodable words - Phase 2 - Write simple labels using correct GPCs - Begin to write simple captions>phrases>sentences with support e.g. our wishes for the future - Disco Dough, Funky Fingers - Spellings in our books/white boards. 	<p>Spring 2 writing assessment: My February Half Term Holiday (Recount)</p> <ul style="list-style-type: none"> - Spell CVC words, some containing digraphs - Spell some decodable words Phase 3 - Write simple sentences using learnt phonics - Write facts about dinosaurs - Write Mother's Day cards - Disco Dough, Funky Fingers - Spellings in our books/white boards. - Diaries of easter news to share with the class. 	<p>Summer 1 writing assessment: My Easter Holiday (Recount)</p> <ul style="list-style-type: none"> - Form capital letters accurately - Spell CVC words, some containing digraphs - Write some irregular common words – Phase 3 - Write simple stories 'Little write' – use a picture for stimulus – linked with class topic. - Write simple sentences and reading them back to check they make sense - Spellings in our books/white boards. 	<p>Summer 2 writing assessment: My May Half Term Holiday (Recount)</p> <ul style="list-style-type: none"> - Write simple sentences using a capital letter and a full stop if needed - Read back our writing to check for sense, editing with support if needed - Write Father's Day cards - Postcards - Spellings in our books/white boards.

<p>Mathematics <i>White Rose Maths</i></p>	<p>Getting To Know You: ➤ Baseline</p> <p>Just Like Me! ➤ Match and sort ➤ Compare amounts ➤ Compare size, mass & capacity ➤ Exploring pattern</p>	<p>It's Me 123! ➤ Representing 1,2 & 3 ➤ Comparing 1, 2 & 3 ➤ Composition of 1, 2 & 3 ➤ Circles & triangles ➤ Positional language *</p> <p>Light and Dark ➤ Representing numbers to 5 ➤ One more and less ➤ Shapes with 4 sides ➤ Time</p>	<p>➤ Positional language *(Moved from Aut 2 to suit topic)</p> <p>Alive in 5! ➤ Introducing zero ➤ Comparing numbers to 5 ➤ Composition of 4 & 5 ➤ Compare Mass (2) ➤ Compare Capacity (2)</p>	<p>Growing 6,7,8 (Moved from Spr 1 to suit timetable) ➤ 6,7 & 8 ➤ Making pairs ➤ Combining 2 groups ➤ Length & Height ➤ Time</p> <p>Building 9 and 10 ➤ 9 & 10 ➤ Comparing numbers to 10 ➤ Bonds to 10 ➤ 3D-shape ➤ Pattern (2)</p>	<p>To 20 and Beyond ➤ Building Numbers ➤ Beyond 10 ➤ Counting Patterns ➤ Beyond 20 ➤ Spatial Reasoning (1)</p> <p>First then Now ➤ Adding More ➤ Takeaway Away ➤ Spatial Reasoning (2) ➤ Compose & Decompose</p>	<p>Find my Pattern ➤ Doubling ➤ Sharing & Grouping ➤ Even and Odd</p> <p>On the Move ➤ Deepening Understanding ➤ Patterns & Relationships ➤ Special Reasoning (4) ➤ Mapping</p>
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<p>Understanding of the World</p>	<ul style="list-style-type: none"> - Chatter boxes of photos & objects: talk & share past & present events in own lives & family members – links with our topic and show and tell theme. - - Who else is important to me i.e., in our school community - Understand that some people in our community are less fortunate and consider how we can support each other (Harvest donations to local food bank/church) - Learn how to respect our immediate environment (keep school community tidy) - - Interact with touch screen activities on IWB Local area trip – maps of outdoor area and in the classroom. Hunt for Kipper the dog around our school. Following instructions and reading a map. Then create your own. 	<ul style="list-style-type: none"> - Notice, observe & describe seasonal changes of Autumn within our school community – How has our school and local area changed since it was first built? - Autumn Walk on school field - Learn to respect & look after our outdoor environment – tidy garden & plant bulbs for later in school year - about different religious and cultural celebrations, including, but not limited to, those they celebrate themselves, sharing their past/present customs & routines and those of their families/friends e.g., Diwali and Christmas - Understand the difference between online and the real world and begin to know what to do if something online worries/upsets them (Smartie the Penguin – Xmas Story) 	<ul style="list-style-type: none"> - Notice, observe & describe seasonal changes within our local community. - Look at photos and create a time line. - Ashdown Forest in Sussex - Winnie the Pooh compare to the city - Mini topic on China – linked to Chinese new year - Understand Find England & China on Google Earth and compare aerial photographs - Understand more about the joys and dangers of using the internet and how to stay safe while having fun online (Safer Internet Day) - Learn about Easter festival and new life. Hot cross buns tasting and symbols. - 	<ul style="list-style-type: none"> - Spring Walk - around the local area. Notice the different sculptures in the estate. - Understand how humans, animals & plants grow and change over time, considering how they and their family members have changed from past to present. Match animals & offspring (Living Eggs) - Plant seeds/bulbs & learn how to look after them as they grow Understand about the life cycle of a caterpillar, observing and noticing changes over time - Dinosaurs: Understand that some things from history no longer exist & we can find out about them from clues left behind e.g., fossils > dinosaurs - Use non-fiction texts to find out about past events - Recognise that different people celebrate special times in different ways e.g., Mother's Day 	<ul style="list-style-type: none"> - Explore similarities and differences about life in this country and another country e.g. What is it like to go to visit different countries – Barnaby Bear visits: China/Africa/Italy/France? - Food from other countries. Try croissants, waffles, fruits – linked with Handa's surprise - Name some of the ways we can keep ourselves healthy and safe - Name some of the people in our community that help keep us healthy and safe. - 	<ul style="list-style-type: none"> - Notice, observe and describe the seasonal changes of Summer in another community e.g., seaside town - Revisit using and drawing their own simple maps (pirate treasure maps) - Compare their familiar location with a contrasting environment; city/seaside and consider similarities and differences between those places in the past and now e.g., pictures at the beach from the past and now - Sea life creatures - Make pirate ships and test them out to see if they float - Practise logging on to a school laptop with purpose e.g.2Paint -

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Expressive Arts & Design	<ul style="list-style-type: none"> - Observational drawing: self-portraits - Explore creative areas within classroom e.g. junk modelling, stage, small world - Explore water colour paints to make marks and create pictures e.g. of self - Use scissors & tape to make Superhero watches & junk models e.g. superhero vehicles - Learn songs for Harvest and perform them to an audience - Use 2Paint on the IWB to create a picture e.g., self-portrait (digital art) 	<ul style="list-style-type: none"> - Observational drawing: object found on Autumn walk/photo of our homes - Combine materials e.g. copy & create own Rangoli patterns out of rice & chalk and diyas out of playdough & small parts - Creating art using natural objects e.g. animals from autumn leaves - Explore poster paint to make marks and create pictures e.g. firework splatter painting - Use glue & tear/cut to make collages e.g. poppies - Learn songs for Nativity and perform them to an audience 	<ul style="list-style-type: none"> - Observational drawing: Artefact from Lunar New Year loan - Explore new colours that can be made with primary colours using poster paint - Use scissors, tape, glue, different materials & containers to create own junk models e.g. dragons/ robots. Present during 'Show & Share' sessions- giving & receiving feedback on workshop creations - Dance to our favourite music – why is this our favourite? How does it make us feel? 	<ul style="list-style-type: none"> - Spring Walk - around the local area. Notice the different sculptures in the estate. - Observational drawing: living things (chicks/flowers) - Finger print in poster paint to create art with repeating patterns e.g. Easter/ Mother's Day cards, & use white & black for tints/tones - Create art using natural objects and other media e.g. flower petals & pencil/paint - Use scissors, tape, glue, different materials/containers to create own junk models e.g. dinosaurs/chicks. Present them during 'Show & Share' sessions- giving & receiving feedback on workshop creations. Can you listen and improve your work? - Use an iPad to take a photo of a living thing (digital art) 	<ul style="list-style-type: none"> - Observational drawing: fruits/vegetables - Print with poster paint & objects e.g. fruit/vegetables /3D shapes to make repeating patterns - Cut and combine materials and work as a group to make different models e.g. birthday cake for the Queen from playdough, bottle tops and small parts - Develop small world/role play > telling own stories 'Story Scribing' e.g. Kings/Queens or People who help us - Use Mashcam to take a selfie on a school laptop (digital art) 	<ul style="list-style-type: none"> - Observational drawing over time: caterpillar > butterfly - Make collages with variety of materials e.g. beach scene with collected sand, shells etc. - Explore mirror printing with poster paint and practise painting within more intricate designs e.g. butterflies - Use scissors, tape, glue, different materials/containers to create own junk models/ props & use them within role play & stories e.g. treasure maps /telescopes /boats - Develop small world/role play > telling own stories 'Story Scribing' e.g. pirate stories and act them out with others - Use 2Paint on a school laptop to create a picture e.g. beach scene (digital art)
Charanga Musical School	<p>Me!</p> <ol style="list-style-type: none"> 1. Listen and Respond: different styles of music 2. Explore and Create: voices>instruments 3. Singing - nursery rhymes and action songs 4. Share and Perform 	<p>My Stories</p> <ol style="list-style-type: none"> 1. Listen and Respond: different styles of music 2. Explore and Create: voices + instruments 3. Singing - nursery rhymes and action songs 4. Share and Perform 	<p>Everyone!</p> <ol style="list-style-type: none"> 1. Listen and Respond: different styles of music 2. Explore and Create: voices + instruments 3. Singing - nursery rhymes and action songs 4. Share and Perform 	<p>Our World</p> <ol style="list-style-type: none"> 1. Listen and Respond: different styles of music 2. Explore and Create: voices + instruments 3. Singing - nursery rhymes and action songs 4. Share and Perform 	<p>Big Bear Funk</p> <ol style="list-style-type: none"> 1. Listen and Appraise: different funk music 2. Explore and Create: voices + instruments 3. Sing and play: 'Big, Bear, Funk 4. Share and Perform 	<p>Reflect, Rewind, Replay</p> <ol style="list-style-type: none"> 1. Listen and Appraise: different pieces of music 2. Explore and Create: voices + instruments 3. Sing and play: revisit 4. Share and Perform