



Abbots Ripton CE School Early Years Curriculum

Our school vision 'Together with God's help we: Learn for Life, Achieve our Best and Grow in Faith,' has been the driver of our Early Years Curriculum. The curriculum has been developed to support children in our Reception Class to learn knowledge and skills that are foundational to their journey through our school, and that will eventually equip them for life beyond. It is planned with a progressive sequence of knowledge and skills which are foundational to transition in KS1 and recognises that each child is unique and has their own individual needs. We aim for the children to be confident in all areas of the curriculum, storing this knowledge and these skills in their long-term memory as they leave the reception class. Our curriculum is knowledge and language rich, develops the characteristics of learning, independence and self-regulation, and covers the seven areas of the Early Years Statutory Framework. It is unique to our context, and endeavours to meet the needs of those who join our setting. The children's learning is underpinned by positive relationships both with parents and each individual child, and this sound knowledge of the child, ensures that their needs are met and any gaps in their knowledge can be supported both in class and at home.

We use specific schemes of learning for Phonics and Handwriting: Little Wandle, English 'Herts for Learning', Maths; Mastering Number (NCETM) and White Rose, Curriculum, RE; Emmanuel Project and Understanding Christianity, PE; Cambridgeshire Syllabus and the Cambridgeshire PSHE syllabus. We use Curriculum Maestro to drive our half termly topics which link to the overarching themes of 'Marvellous Me' in the Autumn, 'Me and My World' in the Spring, and 'What a Wonderful World' in the Summer. We aim for some flexibility in our curriculum to ensure there is opportunity for learning to be driven by the children's interests. This is to ensure that each child is engaged and excited by their learning within Van Gogh classroom, so they can achieve their best in all that they do.

We have developed an enabling environment for learning to take place, and have a well-resourced classroom, as well as a large outdoor space and extensive school grounds which support fascinations and interests on a different scale. We also have permission from Abbots Ripton Estate to use the wooded area next to our school grounds and weekly trips to the 'Wild Wood' are made there from the Autumn Term. There are opportunities throughout the school year to introduce the children to basic environmental concepts, fostering an understanding of the natural world and their role in protecting it.

It is our hope that each individual child feels loved, nurtured and understood, and has the opportunity to grow and develop in all areas of the curriculum.

Van Gogh Class Overview of Learning

	Marvellous Me!		Me and My World		What a Wonderful World	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Personal Social and Emotional Development	Myself & My Relationships Beginning & Belonging	Myself & My Relationships Family & My Emotions	Citizenship Identities & Diversities	Citizenship Me & My World	Healthy & Safer Lifestyles My Body & Growing Up Healthy Lifestyles	Healthy & Safer Lifestyles Keeping safe
Physical Development Gross Motor Cambridgeshire PE Scheme	Dance Action rhymes	Fundamentals R Unit 1 Start rolling/ beanbags	Gymnastics Shapes (floor work)	OAA Wild Wood	Fundamentals 2	Multi-skills festival Striking and Fielding Hitting stationary ball
	Dance On parade	Fundamentals R Unit 1 Balls throwing/kicking	Gymnastics Move and Hold (apparatus)	OAA Wild Wood	Fundamentals 2 Jump, hop, skip Physical Devt assessment	Athletics Running gears and jumping games Sports Day
Fizzy Programme	Level 1	Level 2	Level 3	Consolidation of Level 3	Fizzy Programme for those not meeting the criteria	
Physical Development: Fine Motor including handwriting	Little Wandle Handwriting Patterns Daily Finger Gym activities taken from the Fizzy Training Games for Clever Hands	Little Wandle Handwriting Daily Finger Gym activities taken from the Fizzy Training Games for Clever Hands	Little Wandle Handwriting Daily Finger Gym activities taken from the Fizzy Training Games for Clever Hands	Little Wandle Handwriting Daily Finger Gym activities taken from the Fizzy Training Games for Clever Hands	Little Wandle Handwriting Assessment for Learning Daily Finger Gym activities taken from the Fizzy Training Games for Clever Hands	Little Wandle Handwriting Assessment for Learning Daily Finger Gym activities taken from the Fizzy Training Games for Clever Hands
Phonics	Little Wandle Autumn 1 (Beginning Week 2 of term)	Little Wandle Autumn 2	Little Wandle Spring 1	Little Wandle Spring 2	Little Wandle Summer 1	Little Wandle Summer 2
Literacy/ Word Reading	Reading Practice Sessions X3 Weekly	Reading Practice Sessions X3 Weekly	Reading Practice Sessions X3 Weekly	Reading Practice Sessions X3 Weekly	Reading Practice Sessions X3 Weekly	Reading Practice Sessions X3 Weekly
Literacy/ Developing Language	Little Wandle Developing Language Resources for Rhyme Time x3 Weekly Developing vocabulary in Reading Practice and Phonic lessons Technical vocabulary linked to topic sessions	Little Wandle Developing Language Resources for Rhyme Time x3 Weekly Developing vocabulary in Reading Practice and Phonic lessons Technical vocabulary linked to topic sessions	Developing vocabulary in Reading Practice and Phonic lessons Technical vocabulary linked to topic sessions	Developing vocabulary in Reading Practice and Phonic lessons Technical vocabulary linked to topic sessions	Developing vocabulary in Reading Practice and Phonic lessons Technical vocabulary linked to topic sessions	Developing vocabulary in Reading Practice and Phonic lessons Technical vocabulary linked to topic sessions
Literacy/ Writing Herts for Learning progression document	About Me Books Favourite Story Books	My Special People Books Story Books (pattern)	Things I Like (unique me) Books Animal Stories	My Celebration Books Journey Stories	My Amazing Body Books Traditional Tale Books	Our Natural World Books My Very Own Story Book

Mathematics	Mastering Number Weeks 1-5 White Rose Maths- Talk about measure and pattern	Mastering Number Weeks 6 -10 White Rose- Circles and Triangles/Shapes with 4 sides	Mastering Number Weeks 11-15 White Rose- Mass and Capacity/Length ,height and time	Mastering Number Weeks 16-20 White Rose- Exploring 3d shapes	Mastering Number Weeks 21-26 White Rose- Sharing and Grouping	Mastering Number Review White Rose- Visualise and build
Understanding the World (Curriculum Maestro Topics and Companion Projects)	Marvellous Me! Signs of Autumn Barefoot Resources: Awesome Autumn	Once Upon a Time Celebrations	Starry Night Winter Wonderland Barefoot Resources: Winter Warmers	From Farm to Fork Signs of Spring Including Chicks/Caterpillars Barefoot Resources: Summer Fun	Animal Safari Creep and Crawl	On the Beach Move it Transition Project: Moving On
Religious Education	Christianity Incarnation What makes every single person unique and precious?	Christianity Incarnation Why do Christians perform nativity plays at Christmas?	Christianity Incarnation How can we help others when they need it?	Christianity Salvation Why do Christians put a cross in an Easter garden?	Christianity God/Creation Why is the word 'God' so important for Christians?	Christianity Creation How can we care for our wonderful world?
Expressive Arts and Design Access Art Some examples of activities	Singing familiar songs and rhymes Following a rhythm Role Play house, mud kitchen Van Gogh sunflower focus Self Portrait using pastels	World Nursery Rhyme Week Nativity Performance Role play Post Office Kandinsky 'Circles'	Singing familiar songs and rhymes Colour mixing and collaging Matisse 'Snail'	Singing familiar songs and rhymes Role Play Farm Shop Cross Sculpture- salt dough	Singing familiar songs and rhymes Role Play Vets	Singing familiar songs and rhymes Deconstructed role play

Curriculum

Personal, Social and Emotional Development

Marvellous Me!		Me and My World		What a wonderful World		
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG
<u>Building Relationships</u> I can ask an adult for help I can go with my buddy on to the playground I can play alongside friends with similar interests	<u>Building Relationships</u> I choose to play and talk to a familiar friend who has a similar interest I am happy to talk to familiar friends and adults about my interests	<u>Building Relationships</u> I am aware of some strategies to support me when negotiating sharing toys and resources e.g. timer	<u>Building Relationships</u> I show interest in other children's needs and can help and support them in these	<u>Building Relationships</u> I have particular friends and relationships	<u>Building Relationships</u> I can resolve conflicts in peer relationships when they arise	<u>Building Relationships</u> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.
<u>Self-Regulation</u> I understand my interests and unique abilities	<u>Self-Regulation</u> I understand I sometimes have to wait to share an idea, or something I want to say. I understand that I need to stop and listen when the bells or shaker plays. I am beginning to understand that I need to wait for a toy or resource and that I can't have it straight away.	<u>Self-Regulation</u> I can share a toy or resource	<u>Self-Regulation</u> I am beginning to enjoy wider choices, take risks and enjoy new things	<u>Self-Regulation</u> I am able to explain what I want to do and how I need to go about it	<u>Self-Regulation</u> I can negotiate a situation with a friend; for example sharing a toy.	<u>Self-Regulation</u> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

<u>Managing Self</u> I can find comfort with a familiar adult when upset either in the classroom or outside I know which adults can help me in school and at home I am beginning to follow the class routines	<u>Managing Self</u> I am beginning to understand that some actions may hurt or harm others and have consequences I can tell someone I don't like what they are doing I can join in with class activities and understand I need to behave in certain ways I can put my hand up when I need to ask or answer something when in a group I am beginning to name some emotions	<u>Managing Self</u> I know I need to say sorry if I hurt someone or say unkind words I recognise some emotions in myself and other people I know that I have to look after my teeth I know how to keep myself clean I can talk about some ways I can stay healthy and strong	<u>Managing Self</u> I know some ways to help myself or others feel better	<u>Managing Self</u> I know some ways in which I can manage conflict in my relationships	<u>Managing Self</u> I can explain how my actions can impact my world	<u>Managing Self</u> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
Opportunities for Cultural Capital						
Developing independence Meeting Buddies for the first time Meeting the Vicar and School Staff	Performing and dressing up in front of an audience Trip to Church	Visits and visitors linked to our class topic			Taking part in Sports Day Going on a school trip	

Communication and Language						
Marvellous Me!		Me and My World		What a wonderful World		
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG
<u>Listening ,Attention and Understanding</u> I can listen to stories I can follow action words I can follow simple instructions	<u>Listening, Attention and Understanding</u> I can listen to others in a group I can play and listen to my friends at the same time	<u>Listening, Attention and Understanding</u> I can listen and comment on stories I can follow instructions with more components to them	<u>Listening ,Attention and Understanding</u> I can listen to my friends and comment on their conversations I understand prepositions; under, behind, above, next to	<u>Listening, Attention and Understanding</u> I can listen and do for short periods of time I can follow two part instructions I can talk about the settings of stories,	<u>Listening, Attention and Understanding</u> I can listen in a variety of different situations; group, class, collective worship I understand and can respond to questions;	<u>Listening, Attention and Understanding</u> 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.

	I can understand question words; who, what, and where?			including those set in their countries and cultures.	who, what, when , where, how and why	Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
Speaking I can tell a past event in order I can hold a conversation, although I may change topic	Speaking I can use my words to share my feelings, thoughts and ideas	Speaking I can ask questions to understand why and how things happen I can use vocabulary heard in stories or linked to curriculum areas	Speaking I can use 'and' and 'because' to extend my ideas I can use past tense correctly	Speaking	Speaking I can extend my vocabulary by exploring the meaning and sounds of new words	Speaking Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. 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.
Opportunities for Cultural Capital						
Visiting St Andrew's Church, reading and enjoying stories	Joining in with whole school Collective Worship World Nursery Rhyme Week		Visit from the Raptor Foundation and members of the local community			

Physical Development

Marvellous Me!		Me and My World		What a wonderful World		
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG's
Gross Motor Skills I can sit on a chair with both feet on the ground I can use wheeled toys with an increasing amount of skill and control; balance bikes, trikes I can negotiate space when I move slowly I am beginning to jump, hop and skip I can roll and ball I can balance a beanbag	Gross Motor Skills With support I can respond to the direction left and right I am beginning to jump, hop and skip	Gross Motor Skills I am beginning to be able to throw and catch a ball I am beginning to kick and trap a ball	Gross Motor Skills I can negotiate space when I move at different speeds I am beginning to understand the direction left and right I can hold a body shape with balance and strength I can travel in different ways; hopping, bunny hops, bear crawl	Gross Motor Skills I am beginning to be able to hit a stationary ball I can run, jump, throw and catch with coordination, strength and accuracy I understand the directions left and right	Gross Motor Skills I am aware of others when I move around my environment I can jump off an object and land appropriately to stabilise balance	Gross Motor Skills Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
Fine Motor Skills I can use pens, scissors, hammers and jugs with an increasing amount of skill. I can make marks with chalk, crayons, paintbrushes, mops I can manipulate tweezers to pick up objects I can make patterns with focus on circles, vertical lines and the anti-clockwise movement, using resources in both the inside and outside area I can write the letters in my name with the support of a visual	Fine Motor Skills I can begin to hold my pencil with a triangular grip I can form the anti-clockwise movement and retrace vertical and horizontal lines I can trace over letters to form the letter shape I can write my name	Fine Motor Skills I can use scissors with increasing independence I can form some recognisable letters I can begin to form recognisable letters in letter families I can hold my pencil with a tripod grip	Fine Motor Skills I can hold a pencil with a tripod grip with support	Fine Motor Skills I can form most letters correctly using a pencil with a tripod grip	Fine Motor Skills I can hold a pencil with a tripod grip I can use scissors with control to cut in straight and curved lines.	Fine Motor Skills Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.
Opportunities for Cultural Capital						
Using the inside and outside spaces	Taking risks in the Wild Wood Using loose parts				Taking part in a Sports Day	

Literacy: Word Reading and Comprehension						
Marvellous Me!		Me and My World		What a wonderful World		
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG
<u>Word Reading</u> I can show an awareness of rhyme and alliteration I can hear the initial sounds in words I can handle and look after books in an appropriate way I know the phase 2 sounds and graphemes and 'tricky' words I can blend sounds into words	<u>Word Reading</u> I know the phase 2 sounds and graphemes and 'tricky' words I can say the sounds to read a word I can blend sounds into words I understand the words digraph and trigraph	<u>Word Reading</u> I know the phase 3 initial sounds and 'tricky' words I am beginning to know the phase 3 digraphs and vowel digraphs I can use my finger to track words across the page I can read simple sentences I can put books away after I have read them	<u>Word Reading</u> I am beginning to know the phase 3 digraphs and vowel digraphs I can chunk up longer words to read them	<u>Word Reading</u> I know phase 3 sounds and some digraphs I can choose books I enjoy reading	<u>Word Reading</u> I can begin reading some words with automaticity.	<u>Word Reading</u> Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
<u>Comprehension</u> I can join in with known rhymes and songs I can talk about books I have enjoyed	<u>Comprehension</u> I can talk about a book I have read. I can recall key events in a story	<u>Comprehension</u> I can talk about specific words in texts and explain their meaning I can use words and ideas from stories in my speech and role play I can talk about the title of the book and understand what a blurb is.	<u>Comprehension</u> I understand that books can be fiction or non-fiction books I can talk about the title of the book and understand what a blurb is.	<u>Comprehension</u> I can talk about the settings, events, characters and key events in a story I can remember stories or information that has been read to me	<u>Comprehension</u> I can talk about what may happen next in a story	<u>Comprehension</u> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.
Possible Texts						
Five Minutes Peace Giants Who's Who in my Street Lost and Found The Rainbow Fish A Squash and a Squeeze Leaf Man Pumpkin Soup	Traditional Tales and Fairy Tales Goldilocks and the 3 Bears We're going on a Bear Hunt	The Three Billy Goats Gruff The Snail and the Whale Information books Peace at Last Owl Babies Owls and night animals	Jack and the Beanstalk Jasper's Beanstalk The Gigantic Turnip Information Books about farm animals Handa's Surprise Rosie's Walk	Little Red Dear Zoo Hello, Hello Grandpa's Quilt The Lion Inside A First Book of Animals	Don't Worry Little Crab Tiddler A First Book of the Sea The Sea Saw Hooray for Fish!	

Literacy: Writing

Marvellous Me!		Me and My World		What a wonderful World		
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG
Writing I can orally construct a simple sentence I can make marks to convey meaning I am beginning to understand that pictures convey meaning	Writing I can write the initial sound in a word with support of a grapheme mat I am beginning to write labels I am aware of the components of punctuation; full stop, capital letter, question mark in books I can identify the capital letter in my name	Writing I can say what I want to write With support I can write labels and captions I can read back what I have written With support I can segment words into sounds for writing I use sound buttons to support my spelling I understand that a title for a book can hook a reader in and tell them what the book is about	Writing I can write labels and captions independently I can identify a letter, word and sentence in my reading With support I can use a capital letter for names and the first word in a sentence	Writing I can use specific vocabulary in my writing I can write some phase 2 and 3 tricky words automatically	Writing I can write some phase 2 and 3 tricky words automatically I use a capital letter at the beginning of a sentence and a full stop at the end	Writing Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others
Opportunities for Cultural Capital						
Opportunities for mark making inside and outside	Opportunities for mark making inside and outside	Opportunities for mark making inside and outside	Opportunities for mark making inside and outside World Poetry Day World Book Day	Opportunities for mark making inside and outside	Opportunities for mark making inside and outside Writing and posting a postcard	

Mathematics

Marvellous Me!		Me and My World		What a wonderful World		
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG
<u>Number</u> I can match , sort and compare amounts I can represent, compare and compose numbers to five	<u>Number</u> I can count and recognise numerals to 10. I can say which number is one more or less I can begin to subitise numbers to 3	<u>Number</u> I understand the concept of zero I can compose and compare numbers within 5 I can orally count to 20 and beyond. I can subitise numbers to 5 I can begin to explain my answers	<u>Number</u> I can orally count to 20 and beyond I can subitise numbers to 5 I can explain the word 'equal' I can compose numbers to 8	<u>Number</u> I can count to 20 and recognise some numerals beyond this range. I can begin to count backwards from 20. I can share and group objects	<u>Number</u> I can subitise numbers to 6 and beyond I can explain my answers in detail	Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
<u>Numerical Patterns</u> I can verbally count to 5 I can compare different amounts	<u>Numerical Patterns</u> I can verbally count to 10 I can use the words greater than and less than to describe an amount	<u>Numerical Patterns</u> I can verbally count to 20	<u>Numerical Patterns</u> I can verbally count to 20 and beyond I can begin to understand odd and even numbers I can double numbers within 5	<u>Numerical Patterns</u> I can verbally count backwards from 10	<u>Numerical Patterns</u> I can share and group objects I can find half of an object or amount	<u>Numerical Patterns</u> Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally
<u>Measure, Shape and Spatial thinking</u> I can follow simple AB patterns I can use the language of time to talk about routines and events	<u>Measure, Shape and Spatial thinking</u> I can compare size, mass and capacities I can name circles and triangles and spot them in the environment	<u>Measure, Shape and Spatial thinking</u> I can compare weights and capacities I can describe and compare lengths and heights	<u>Measure, Shape and Spatial thinking</u> I can explore and manipulate 3d shapes and know some of their names.	<u>Measure, Shape and Spatial thinking</u> I can replicate simple models and shapes I can explore relationships between numbers and shapes	<u>Measure, Shape and Spatial thinking</u> I can create a simple map to replicate a place I know the days of the week	N/A

	I can use language of position to talk about objects and spaces	I can name squares and rectangles and spot them in the environment I can order and sequence time in my day	I can explore more complex patterns	I can create a simple map to replicate a place I know the days of the week		
<u>Maths through stories and Rhymes</u> 'The Button Box' 'The Monkey Puzzle' by Julia Donaldson 5 Little Ducks	<u>Maths through stories and Rhymes</u> 'Circle' and 'Triangle' by Mac Barnett and Jon Klassen 5 Speckled Frogs 'How to count to one' by Jasper Solaman	<u>Maths through stories and Rhymes</u> We're going on a Bear Hunt	<u>Maths through stories and Rhymes</u> 5 Little Men in a Flying Saucer Kippers Toybox The Snail and the Whale Jim and the Beanstalk Jasper's Beanstalk	<u>Maths through stories and Rhymes</u> Ten in the Bed	<u>Maths through stories and Rhymes</u> Pattern Fish by Trudy Dale	
Opportunities for Cultural Capital						
Maths through stories, regular Loose parts in provision Puzzles	Playing board games Loose parts in provision Puzzles	Playing board games Loose parts in provision Puzzles	Playing board games and dominoes Loose parts in provision Puzzles	Playing board games Loose parts in provision Puzzles	Playing board games Loose parts in provision Puzzles	

Understanding the World

Marvellous Me!		Me and My World		What a wonderful World		
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG
<u>The Natural World</u> I can talk about some of the things I have seen and found, such as plants, objects, the weather, materials and places. I can talk about my immediate environment I know I must recycle paper in the classroom	<u>The Natural World</u> I can talk about how the weather can change	<u>The Natural World</u> I can ask questions about what I can see around me I can make observations about the Seasons and how they change I can compare where I live with Antarctica I can talk about the differences in day and night	<u>The Natural World</u> I can explain how some plants and animals grow and change I can identify farm animals and name their young I can talk about the lifecycle of a butterfly or chick I can name some features of my environment and use an aerial map to identify some of these; playground and Wild Wood I know how we can begin to care for our world	<u>The Natural World</u> I know the four seasons I can draw and use simple maps of my immediate environment I know that a habitat has everything a creature needs to survive I can identify birds and animals that live in warm climates I know animals can be herbivores, carnivores and omnivores.	<u>The Natural World</u> I know my address I can talk about some of the things we do can have an impact on the environment I can name some sea animals I can identify the simple properties of some materials. I can talk about how my actions can impact the natural world	<u>The Natural World</u> Explore the natural world around them, making observations and drawing pictures of animals and plants. 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. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
<u>Past and Present</u> I know about my family and where I was born I know that as I get older, I can do different things	<u>Past and Present</u> I know some facts and stories about people in the past: I know that some stories have been around for a very long time and some are new: Traditional Tales	<u>Past and Present</u> I know an important or significant person in my life	<u>Past and Present</u> I can talk about people in my community	<u>Past and Present</u> I know that as I get older, I can do different things. I know that my Grandparents are my Mum and Dad's parents.	<u>Past and Present</u> I can talk about how I have changed over the year	<u>Past and Present</u> Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.

<u>People Cultures and Communities</u> I know about my family and where I was born I am beginning to understand that I am unique I can talk about celebrations that are important to me; birthdays and Christmas	<u>People Cultures and Communities</u> I know that families celebrate in different ways I can talk about the story of Diwali and why it is celebrated	<u>People Cultures and Communities</u> I know some celebrations and festivals and I can say why they are celebrated; Christmas, Chinese new Year, Diwali I can compare where I live with Antarctica I can talk about my community I am beginning to recognise that people can celebrate and live in different ways	<u>People Cultures and Communities</u> I know that some people celebrate Easter	<u>People Cultures and Communities</u> I compare where I live with Africa	<u>People Cultures and Communities</u> I can talk about how I have changed over the year	<u>People Cultures and Communities</u> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 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. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.
<u>Technology</u> I can operate simple equipment including remote control cars, Ipads	<u>Technology</u> ESafety: I am beginning to understand that I need to stay safe when I am using the internet.	<u>Technology</u> I can complete a simple program on an electronic device that links to my learning	<u>Technology</u> ESafety: I know who to tell if I feel unsafe on the internet.	<u>Technology</u> I can use a device to take a photograph I know that some appliances can run on solar energy	<u>Technology</u> I know that information can be found on the internet ESafety : I know I need to be kind to others when I am online.	N/A
Opportunities for Cultural Capital						
Exploring the grounds and the outside area Trip to St Andrew's Church	Exploring and investigating in the Wild Wood Trip to St Andrew's Church	Visits from the Raptor Foundation Visit from a local farmer (Piglets) Visit from a police office, paramedic or doctor	Looking after chicks or caterpillars in the classroom. Planting seeds and bulbs and caring for them. Trip to St Andrew's Church	Making a habitat for an insect	Whole school trip Walk around the village Trip to the local post office Trip to St Andrew's Church	

Expressive Arts and Design

Marvellous Me!		Me and My World		What a wonderful World		
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG
<u>Creating with Materials</u> I can experiment with different ways to create shapes, and representations of actions, people and objects I can draw a self portrait I can join in with rhymes and songs I can experiment with making sounds using instruments in different ways	<u>Creating with Materials</u> I can experiment with making sounds using instruments in different ways I can explore how colours can be changed	<u>Creating with Materials</u> I can use drawing to represent my ideas I can sing familiar songs I can explore how sounds and movements can be changed	<u>Creating with Materials</u> I can begin to develop my own ideas when using media and materials including using recycled materials.	<u>Creating with Materials</u> I can use my increasing knowledge of colour, media and materials to develop my own ideas I know how to mix colours together to achieve additional colours	<u>Creating with Materials</u> I can begin to join materials together in different ways; glue, tape, elastic bands, brass pins, cardboard flange and tab I can sing a variety of songs I can play instruments in different ways, including keeping a rhythm	<u>Creating with Materials</u> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.
<u>Being Imaginative and Expressive</u> I can use movement and sounds to express experiences , ideas and feelings	<u>Being Imaginative and Expressive</u> I can sing to myself and make up simple songs I can introduce a storyline into my play	<u>Being Imaginative and Expressive</u> I can use modelled ideas in my play and develop variations of these I can introduce a storyline into my play	<u>Being Imaginative and Expressive</u> I can use sounds, movements and drawings as part of my story telling and role play	<u>Being Imaginative and Expressive</u> I can play cooperatively as part of a group to develop imaginary narratives and ideas	<u>Being Imaginative and Expressive</u>	<u>Being Imaginative and Expressive</u> Invent, adapt and recount narratives and stories with peers and their teacher. 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.
Opportunities for Cultural Capital						
Having my portrait displayed in a corridor gallery	Nativity Play Trip to a theatre Taking part in World Nursery Rhyme Week		Performing an instrument to an audience			

Nursery Rhyme and Song Overview					
Autumn 1 Marvellous Me! Signs of Autumn	Autumn 2 Once Upon a Time Sparkle and Shine	Spring 1 My World Starry Night	Spring 2 Ready Steady Grow! Signs of Spring	Summer 1 Animal Safari Minibeast Safari	Summer 2- On the Beach Moving On
<u>Known rhymes</u> taken from transition documents Twinkle Twinkle Little Star/chocolate bar Baa Baa Black Sheep Humpty Dumpty <u>Focus Rhymes:</u> Doctor Knickerbocker Hello Song <u>Counting Songs</u> 1,2,3,4,5 once I caught a fish alive Two Little Dickie Birds One finger one thumb keep moving (Thumb and finger movement)	<u>Focus Rhymes</u> Christmas Pudding When Santa got stuck up the chimney Incy Wincy <u>Counting Songs</u> 5 little speckled frogs 5 currant buns	<u>Focus Rhymes</u> Hot Cross Buns (Easter) Here we go round the mulberry bush Heads Shoulder Knees and Toes Miss Polly <u>Counting Songs</u> 5 Little Men in a flying saucer	<u>Focus Rhymes</u> Dingle Dangle Scarecrow <u>Counting Songs</u> There were ten in the bed Five Fat Peas in a pea pod pressed	<u>Focus Rhymes</u> We're going on a bear hunt There's a worm at the bottom of the garden A pizza hut <u>Counting Songs</u> Ten Green Bottles	<u>Focus Rhymes</u> There's a worm at the bottom of the garden Oh I do like to be beside the seaside Bobby Shaftoe A sailor went to sea sea sea

Assessment Opportunities					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
NFER Baseline Assessment Observations made on stay and play visits NELI Assessment against the curriculum Little Wandle Autumn 1 Assessment Checkpoints at the end of a week or unit for Maths	Assessment against the curriculum Little Wandle Autumn 2 Assessment Checkpoints at the end of a week or unit for Maths	Assessment against the curriculum Little Wandle Spring 1 Assessment Checkpoints at the end of a week or unit for Maths	Assessment against the curriculum Little Wandle Spring 2 Assessment Checkpoints at the end of a week or unit for Maths	Assessment against the curriculum Little Wandle Summer 1 Assessment Checkpoints at the end of a week or unit for Maths	Assessment against the curriculum Little Wandle Summer 2 Assessment Checkpoints at the end of a week or unit for Maths Assessment for the Foundation Stage Profile (June) Assessment against the 'Ready for Year 1' documents

Parental Involvement					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Stay and play transition day Parent Consultation Class Dojo Phonic Workshop Mathletics White Rose App Reading Practice Books Harvest Service	Decoration Day (Christmas) Nativity Christmas Service Opportunity to view Learning Journeys Class Dojo Mathletics White Rose App Reading Practice Books Opportunity to volunteer to support Wild Wood National Nursery Rhyme Week parent and child session	Class Dojo Mathletics White Rose App Reading Practice Books Opportunity to volunteer to support Wild Wood	Class Dojo Parent Consultation Mathletics White Rose App Reading Practice Books Easter Service Opportunity to volunteer to support Wild Wood	Class Dojo Opportunity to view Learning Journeys Mathletics White Rose App Reading Practice Books Opportunity to volunteer to support Wild Wood	Class Dojo End of year reports Mathletics White Rose App Reading Practice Books Sports Day End of year service

British Values in Reception				
Democracy- Making decisions together	Rules of Law- Understanding rules matter	Individual Liberty- Opportunity to follow their own interests	Mutual Respect- Treating others with respect	Tolerance- Understanding and respecting people that come from different backgrounds
Choosing which books to read Voting station linked to Maths Opportunity to follow interests People who help us in our country Wriggle and Crawl- Summer Term Everyone plays a part; habitats and conservation	Marvellous Me- Me and My Community; people who help us (Police) Class rules	Learning Choices enable children to follow their own interests. Resources are organised so children can make their own choices	Specific Texts; Who are you? Elmer, 'Who's who in our street', 'Susan Laughs' for example Learning about the celebrations for example Raksha Bandan in RE; 'What makes us precious and unique?'	Resources and texts reflect that people come from different backgrounds and cultures; Suki's Kimono' RE Unit: What makes everyone precious and unique? PSHE Unit: Beginning and Belonging Resources and books reflect that we live in a diverse world

Sustainability in Reception



We aim to cover the 17 sustainability goals by encouraging the children to foster an understanding of the natural world and their role in protecting it, by encouraging the children to; understand the importance of conserving energy, to reduce, reuse and recycle, to grow plants, to teach the children about the importance of reducing emissions, to empower the children so they understand how their actions can have a positive impact on their environment, and by involving their families and community in sustainable practices.