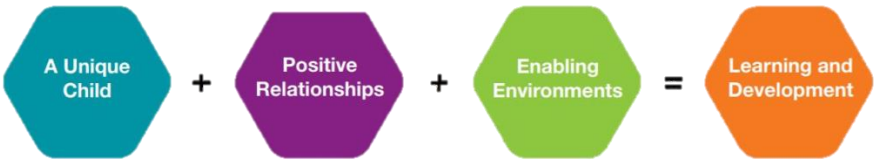
Early Years at St. Giles CE Primary school

Our curriculum for our children

Achieving through adventure

Our curriculum for Early Years at St Giles CE Primary builds directly upon the four overarching guiding principles outlined in the statutory Early Years Framework (2021: 6). These are:



- All children should be provided with the best possible start to their education to ensure they can flourish and be confident life-long learners.
- The Early Years Foundation Stage (EYFS) forms the foundation to success for every child. Whilst every child is **unique**, we believe all children can be resilient, capable, confident and self-assured.
- We believe every child can flourish with the right help and that they may progress at different rates.
- For children to achieve their best, they need to be happy, confident and settled. We make children's enjoyment and choices our priority and provide high-quality care for all.
- Our children benefit from **positive relationships** with all adults. Our staff explicitly model and teach self-regulation (see within our curriculum for a termly breakdown).
- Effective teaching and learning in the EYFS meets children's identified needs and interests. We carefully create an **enabling environment** which helps children to learn and develop in all areas of our curriculum.
- We work together with parents. We work in close partnership with all of our parents so all children benefit from a successful early years (both at home and at school).
- Different aspects of early learning require different approaches. Much of early maths learning is sequential: learning new concepts must build on the solid foundations of earlier concepts. On the other hand, learning about the world is much less sequential. The order of learning matters less than building on children's interests and widening their horizons.
- Children develop and **learn** at different rates. Children's additional needs, such as special educational needs, are identified quickly. All children promptly receive any extra help which they need so they can progress well in their learning from their starting point.

The intention of our curriculum for Early Years is clearly articulated below:

St Giles C E Primary School Early Years Curriculum Intent					
A	**C**	**H**	**I**	**E V**	**E**
Active *learning*	**Confident** *communicators*	**High attainment** *All children are ready for their next stage of learning*	**Independent** *Children develop the mental processes to enable them to develop independence and individuality*	**Engaged in the pursuit of Christian Values** *Love and care for oneself, for others and for God and our world. British values.*	**Excellent Experiences/Environment** *Carefully organised enabling environments*
We support children to become **active learners.** We give them time and space to explore resources independently. We encourage them to concentrate, keep on trying if they encounter difficulties and enjoy their achievements. *To support this, we have developed progression in executive function.*	The development of children's spoken language underpins all learning. We aim for all our children to become **confident** and clear **communicators (orally and when writing)**. We build children's language effectively through: high quality interactions; discussing, questioning and challenging to clarify understanding; exposure to high quality texts and providing an enabling environment.	We aim to provide a rich and stimulating environment, indoors and outdoors to support our children's learning and development. We create opportunities for investigation, enquiry, and discovery through accessible, age-appropriate resources that entice, challenge, and support their development. Our curriculum is carefully sequenced to help children to build learning over time, providing a depth of learning that embeds the skills and knowledge they need to move into Key Stage 1. We use carefully chosen schemes to support effective phonics and mathematics.	We ensure our children have a safe, quiet and calming place to process their emotions and develop their self-regulation skills. We support children to develop self-awareness and show sensitivity towards the wishes and needs of others. We value and encourage problem solving, perseverance and staying focussed to support children to become **independent** and thrive in their learning. *To support this, we have developed progression in self-regulation.*	We care for ourselves, for each other and for our school and community. We have strong links with our local church and celebrate and learn from those of all faiths and none. We take part in a range of annual events and festivals including Diwali, Christingle, Advent and preparation for Christmas, Holi, Chinese New Year and Easter and our children learn about the similarities and differences between them. We view diversity positively, and encourage, model and promote respect for differences they see in others. *To support this, we have planned purposeful links with festivals and events from modern Britain and world.*	Through building relationships with families from the start, we plan relevant and well planned, specific learning experiences, real world experiences and visits. Constant and appropriate assessment enables us to adapt and modify the activities and resources so the children are receiving the best possible start to their educational journey. We are constantly reflecting and adapting what we do to ensure that every child makes progress in their learning and development, becoming more skilled, knowledgeable, thoughtful and confident.

Our inclusive curriculum for all children

The Early Learning Goals, as set out in the Early Years Framework, are not used as our curriculum. Instead, we have developed our own curriculum based upon the needs of our children and community. Our goals are adaptable to the individual needs of the children within our setting.

We have carefully designed our curriculum with the strengths and needs of our children in mind. We have used guidance from Development Matters and from carefully selected programmes (such as Little Wandle, Power Maths and PSHE Matters) to sequence the children's learning.

From experience, many children start at St. Giles with limited pre-school experience. We also know that many children have had limited play based opportuntities due to the pandemic. We have therefore developed a curriculum which actively teaches children how to self-regulate: to understand and control emotions.

From experience, many children start at St. Giles with poor or inconsistent exposure to phonics and early reading. However, children arrive being able to recognise and name shapes and with appropriate development in number. We therefore celebrate language and oracy, and have a strong focus on developing children's love for stories, poetry and support reading widely. This is turn supports our children as they learn to speak in extended sentences and begin to read and write.

Our children's development and learning in number is enabled via the use of discrete PowerMaths (as well as continual play based opportunities within provision).

Our curriculum is ambitious and provide opportunities for children to deepen their skills and understanding across the 7 key areas identified in Development Matters. Our goals enable effective transition to the learning in Year 1 and more widely into Key Stage 1. We have a progression in vocabulary and specific language which we know enables our children to access learning as they progress across Early Years into Key Stage1.

Inclusion

We offer scaffolding and extra support to help every child to access the curriculum and to ensure they make progress through it. However, we recognise that every child will not make the same progress through the curricular goals. Many children will follow instructions to paint a portrait of themselves. For some children with additional needs, managing to mix the paint and water, and hold a brush, will represent strong progress. All of those children are participating in the same curriculum.

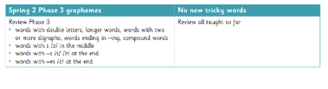
Where children progress quickly, our emphasis is on deepening their learning rather than introducing new skills or concepts. Our curriculum includes:

- Progression in executive function
- Progression in self-regulation
  (so our children have the mental processes to enable them to plan, focus, attention, remember instructions and juggle multiple tasks successfully.)
- Planned to participate in a range of festivals and events from modern Britain and world
  (Love and care for oneself, for others and for God and our world. British values.)
- Progression

Executive functioning is the set of skills that allow us to focus, keep organised and get things done. It's also known as problem-solving, playing with an idea, thinking before acting, or staying focused. Self-regulation helps us understand our emotions, so that we can be stable enough to get anything done in the first place.

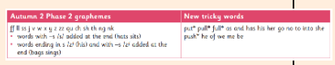
	Component elements - Knowledge/Children will learn to:	How adults will help the children to know, remember and do more	Specific vocabulary:
First milestone by Autumn 1:	Respond to the stop signal (bells) and show 10 fingers. Remember where equipment goes to tidy up Place all belongings in draw/on peg independently. Collect belongings to go home independently. Engage in a child-initiated task independently Ask for help when they need it. Follow 1 step instructions – e.g. to tidy away. Identify basic feelings – happy, sad, worried, upset	• Reward when children stop when asked • Reward tidying up • Clearly labelled equipment storage • Model • Specific instructions – first get coat from peg and put it on, then get bag from drawer. Finally sit on the carpet. • Provide relevant and engaging tasks for children • Model and praise how to ask for help • PSHE teaching - Feelings	*Stop, listen,* *Remember, concentrate, another way, plan. What do you think?* *Please can you help me?* *Where does that go?*
Second milestone by Christmas:	Complete must-do task in the time allocated. Take turns when using equipment. Try and solve a problem themselves before seeking help from an adult. Complete an adult directed task independently. Wait their turn to speak – with peers and with adults (not interrupting) Follow 2 step instructions Identify and respond to basic feelings in others – show care and concern when another child is upset.	• Model how to use the equipment – scaffolding the task • Model what to say • Praise and reward for completion of tasks • Model speaking and listening –, waiting their turn to speak • Increase the instructions – 1 step to 2 step • Circle time – discuss feelings and how we can help each other	*Please can I use that when you are finished* *My turn then your turn* First and then
Third milestone by Easter:	Explain what they are going to make, how they will do it and what they will need. Plan when they will complete a must do task. Identify how they are feeling and control extreme feelings – know the strategies to use – speak to an adult, go to the calming/reading area Play a turn taking game and cope when they don't win.	• Provide prompt cards in all area of learning – vocabulary, phonics, maths skills etc. • Visual timetable to allow children to plan their time • Feelings prompts	*Can you explain why you have done it that way? Is there another way you could do that? How could you improve that/make it even better?*
Final milestone by the summer:	Recall facts learnt and apply it to their current learning -……. Work with a group of children to come up with ideas to solve a problem. Tidy an area independently when finished using it. Increasingly able to control their attention and ignore distractions	• Provide prompt cards in all area of learning – vocabulary, phonics, maths skills etc. • Praise and reward	*Can you remember how you did that last time? What did you use?* *What could you use to help you to do this?*

Confident communicators: Higher attaining in phonics and writing			
Dimensions of PoS	**First Milestone by Autumn 2 Term**	**Second Milestone by Spring Term**	**Third Milestone by Summer Term**
Physical (vocal control and body language, such as making eye contact and speaking loudly and clearly)	- Two-channelled attention: can listen and do - Listens to and respond to ideas expressed by others	- Share new/exciting objects to talk about with peers	- Asking questions and recognising they can be answered in different ways.
Linguistic (knowledge of vocabulary and grammatical constructions, and use of rhetorical devices)	- Use language to re-create and image roles and experiences in play situations	- Use language to plan and create a role play setting - Start to use complex sentences (and, because) - Use past, present and future tense form accurately	- Articulation of thought process and plans. - Children express themselves accurately in the correct tense. Then/before/now/next/after/Young/old/Today/yesterday/tomorrow.
Cognitive (knowledge of content, organisation of ideas, and tailoring talk to a specific purpose, such as to persuade or inform). This will include pupils learning about 'exploratory talk' (to explore new ideas and come to new understandings) and 'presentational talk' (to share their thinking with others)	- Introduces new storyline/narrative into their play - Use talk in pretending that objects stand for something else (eg 'This box is my castle')	- Stick to main theme or intention - Explore fantasy world play inspired by stories and books	- Describing and explaining the structure and scenario set. - Directing the roleplay
Social and Emotional (considering the needs of different listeners, responding appropriately to others and developing the confidence to share ideas with different audiences)	- Take on role in familiar home role play (mum, dad, baby etc)	- Give attention to what others say, respond appropriately while engaged	- Take on a role that involves imagination (e.g. Role that does not link to direct experiences) Use pretend play to think beyond the 'here and now' and understand another perspective; e.g. how a character is feeling? Why is he/she doing that?
Gross Motor: enables appropriate posture and fine motor control/dexterity ***Vocabulary***	• Use scooters with confidence – negotiate a flat space safely. • Balance across the large playground equipment *Stand, sit, balance, hold, legs, feet, push, high, low, turn, circle, wide, hold, carefully,*	• Children scoot on a set course, or on a balance bike, picking up speed with increased confidence. • Children can go slowly around a set course, navigating with increasing control *Stand, sit, balance, hold, legs, feet, push, high, low, turn, circle, wide, fast, slow, careful, turn, around, this way, that way*	• Children sit on a balance bike with good balance, and are able to move over the ground with both feet off the ground. • All children have free access to Balance bikes • Throw and catch a ball to a friend. *Stand, sit, balance, hold, legs, feet, push, high, low, turn, circle, wide, throw, hold, catch, hands together,*
Fine Motor: development enables posture and fine motor control/dexterity. Children can control a pencil and brush using an effective tripod grip.	• Weave ribbons in and out of a large frame outdoors on a large scale with adult support. • Create a self- portrait, holding pens, pencils and paintbrush with a quadruped or tripod grip. • Threading beads/pasta onto string as this is the precursor to the sewing • Children attempt to form recognisable letters to form their name with adult support. • Use tweezers to pick up pom poms	• Create paintings, artwork and junk modelled creations using a range of tools and techniques to experiment with design and texture. • Independently 'sign' their creations, forming their name correctly. • Use a 'tripod grip' for the majority of the time regardless of the brush, crayon or pencil which they use. • Roll a worm/snake using playdough • Use tweezers to pick up beads	• Children use equipment such as scissors, whole punches and sellotape dispensers safely and appropriately. • Draw around a shape accurately. • Cut around a drawn shape accurately. • Use tweezers to pick up seeds. • Use a tripod grip consistently when holding a pencil, brush, crayon or pen.
Handwriting: Requires essential gross and fine motor skills along with the appropriate pencils for the children. *Children should have planned opportuntities to write from memory dictated sentences.*	Focus on mark making and developing fine motor. However: children need to be explicitly taught and have pencil grip modelled whenever they are mark making. • Tracing patterns. • Curl: c, a, o, d, g, q, e, s (4 weeks) • L: l, I, t, u • Learn to write name: copy	• OR Letters: r, b, n, h, m, k, p (3 weeks) ZM Letters: v, w, x, z (2 weeks) • More complex letters: f, j, y (2 weeks) Digits 0-9 • Write name independently using the correctly formed lower case letters starting to consistently use a capital at the beginning.	• Consolidation of letter formation of lower case letters • Write name independently using the correctly formed lower case letters with a capital at the beginning • CC Letters: c, a, o, d, g, q, e, s, (3 weeks) • L Letters: l, i, t, u, (2 weeks) • OR Letters: r, b, n, h, m, k, p (3 weeks) ZM Letters: v, w, x, z (2 weeks) • More complex letters: f, j, y (2 weeks
Spelling Children use their increasing phonics knowledge to decode and then encode. We use Little Wandle as our systematic synthetic phonics programme and this is taught from Day 1 in Reception.	*Daily phonics instruction from Day 1* Taught in line with the agreed approach Phase 2 graphemes:	Phase 2 graphemes: ff ll ss j v w x y z zz qu ch sh th ng n • words with –s /s/ added at the end (hats sits) • words ending in s /z/ (his) and with –s /z/ added at the	Phase 3 graphemes: ai ee igh oa oo oo ar or ur ow oi ear air er Review Phase 3 • words with double letters, longer words, words with two or more digraphs, words ending in –ing, compound words • words with s /z/ in the middle	Short vowels with adjacent consonants • CVCC CCVC CCVCC CCCVC CCCVCC • longer words and compound words • words ending in suf-xes: –ing, –ed /t/, –ed /id/ /ed/, –est	Phase 3 long vowel graphemes with adjacent consonants • CVCC CCVC CCCVC CCV CCVCC • words ending in suf-xes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est • longer words





<table>
<tr><td>With reference to English Appendix 1: Spelling</td><td colspan="2">s a t p i n m d g o c c e u r h b f l


</td><td colspan="2">end (bags sings)</td><td colspan="2">• words with –s /s/ /z/ at the end
• words with –es /z/ at the end</td><td colspan="2"></td></tr>
<tr><td>Punctuation
with reference to English Appendix 2: vocabulary, grammar and punctuation</td><td colspan="2">Introduce (and refer whenever encountered):
• Finger spaces
• Full stops
• Capital letters</td><td colspan="2">• Children taught to use capital letters for their forename
• Children start a phrase or sentence with a capital letter</td><td colspan="2">• Children read back completed sentences which they have written.
• Name always starts with capital</td></tr>
<tr><td>Sentence Construction
with reference to English Appendix 2: vocabulary, grammar and punctuation</td><td colspan="2">Children orally compose full sentences in response to a prompt, question or respond to a shared text.

Gives meaning to the marks they make as they draw, write, paint and including using touch-screen technology. They explain and ‘read’ back their early mark making.</td><td colspan="2">• Orally compose a complete sentence using Standard English.
• With daily, deliberate practice, children consistently form recognisable letters and words. They write lists, labels and captions that are phonetically plausible, and are beginning to write some common exception words, such as I, the, to and go.</td><td colspan="2">• Orally compose sentences which are spoken with accurate verb tense agreement.
• Extend to using connectives: and, but</td></tr>
<tr><td>Text structure and Organisation
with reference to English Appendix 2: vocabulary, grammar and punctuation</td><td colspan="2">Simple factual sentence based around a theme (names, labels, lists) . These might be recorded by a member of staff and then the child copies providing opportunity for deliberate transcribing practice.</td><td colspan="2">Simple factual sentences based around a theme.

Sentences are recorded within an appropriate writing book.</td><td colspan="2">Children orally compose sentences, using text and familiar books, before recording sentences using an appropriate pencil.

Sentences are recorded within an appropriate writing book.</td></tr>
<tr><td>Composition and Effect</td><td colspan="2">Orally: record shared sentences within a shared floor book.</td><td colspan="2">Orally record sentences over a short moving video of a familiar story (using an iPad).</td><td colspan="2">Creates texts to communicate meaning for an increasingly wide range of purposes, such as making lists, greetings cards, tickets, menus, invitations and creating their own stories and books</td></tr>
<tr><td>Purpose for writing</td><td>Autumn 1
Familiar settings/Traditional tales
Sequencing
Retelling</td><td>Autumn 2
Traditional tales
Sequencing
Retelling/Recounts
Letters</td><td>Spring 1
Adventure stories
Non-Fiction
Labels, lists</td><td>Spring 2
Rhyming stories
Subversive stories/alternative versions
Information about dinosaurs
Recounts</td><td>Summer 1
Stories with familiar patterns
Writing cards, Poems, non-fiction facts (create a book)
Instructions</td><td>Summer 2
Pirate stories, Non-fiction
Instructions
Longer pieces of writing</td></tr>
</table>

St. Giles CE Primary School Early Years curriculum

Higher attaining in mathematics

Autumn Term

Strand	Unit		Week	Week title	Early Learning Goal
Number – number and place value	Unit 1	Numbers to 5	1	Counting to 1, 2 and 3	Have a deep understanding of number to 10, including the composition of each number.
			2	Counting to 4	Subitise (recognise quantities without counting) up to 5.
			3	Counting to 5	Recognise the pattern of the counting system.
Number – number and place value	Unit 2	Comparing groups within 5	4	Comparing quantities of identical objects	Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Subitise (recognise quantities without counting) up to 5.
			5	Comparing quantities of non-identical objects	
Geometry – properties of shape	Unit 3	Shape	6	3D shapes	*There is no specific ELG related to this unit. This unit supports the Development Matters statement Select, rotate and manipulate shapes in order to develop spatial reasoning.*
			7	2D shapes	
Number – addition and subtraction	Unit 4	Change within 5	8	One more	Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
			9	One less	
Number – addition and subtraction	Unit 5	Number bonds within 5	10	Introducing the part-whole model	Have a deep understanding of number to 10, including the composition of each number. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 and some number bonds to 10, including double facts.
Geometry – properties of shape	Unit 6	Space	11	Spatial awareness	*There is no specific ELG related to this unit. This unit supports the Development Matters statement Select, rotate and manipulate shapes in order to develop spatial reasoning skills.*

- To recognise numbers 1-5
- Fast recognition of up to 3 objects (subitise)
- Show finger numbers up to 5
- To find one more of numbers to 5
- Recognise 1p and 2p

- To compare quantities to 5
- To compare equal and unequal groups
- Link the number symbol 1 – 5 (numeral) with its cardinal number value.
- Identify 2d shapes: square/rectangle/circle, triangle
- Identify 3d shapes
- Recognise 1 o'clock, 2 o'clock, 3 o'clock

Progression in vocabulary (available via Power Maths)

one two three four five number count count forwards count backwards how many total altogether cube same different next after arrange

sort compare equal less than fewer than greater than more than equal amount

more fewer fewest greater greatest smaller smallest large largest taller tallest shorter shortest compare how many how many more different difference, same

Spring Term

Strand	Unit		Week	Week title	Early Learning Goal
Number – number and place value	Unit 7	Numbers to 10	1	Counting to 6, 7 and 8	Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Verbally count, (recognising the pattern of the counting system).
			2	Counting to 9 and 10	
Number – number and place value	Unit 8	Comparing numbers within 10	3	Comparing groups up to 10	Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Compare quantities up to 10 in different contexts, (recognising when one quantity is greater than, less than or the same as the other quantity).
Number – addition and subtraction	Unit 9	Addition to 10	4	Combining 2 groups to find the whole	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. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.

Strand	Unit		Week	Week title	Early Learning Goal
Number – number and place value	Unit 10	Measure	5	Length, height and distance	Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
			6	Weight	
Number – addition and subtraction	Unit 11	Number bonds to 10	7	Using a ten frame	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.
			8	The part-whole model to 10	
Number – addition and subtraction	Unit 12	Subtraction	9	Subtraction	Have a deep understanding of number to 10, including the composition of each number.
Geometry – properties of shape	Unit 13	Exploring patterns	10	Making simple patterns	*There is no specific ELG related to this unit. This unit supports the Development Matters statement Continue, copy and create repeating patterns.*
			11	Exploring more complex patterns	

- To count objects to 10
- To compare quantities to 8
- To begin to understand the different between odd and even numbers up to 8
- To combine two groups of objects (adding)
- Recognise 1p, 2p, 5p and 10p

- To compare quantities to 10
- To order numbers to 10
- To count back from 10
- To combine two groups of objects
- To take away objects and count how many are left
- To measure height using cubes
- Find the missing number (as part of whole)

Progression in vocabulary (available via Power Maths)

ten frame odd one out more fewer collections group dice method

Use from Autumn term: more fewer fewest greater greatest smaller smallest large largest taller tallest shorter shortest compare how many how many more different difference

count part whole altogether how many total addition adding together counting more fewer8 larger larger largest bigger small smaller longer longest shorter shortest tall taller tallest further furthest heavy heavier heaviest light lighter lightest same different amount widest thinnest length width height weight equal the same balanced balance scale estimate predict check measure compare order

group count counters how many altogether how many more how many fewer more than fewer than less than each ten frame part-whole model whole part bead string missing number one more one less number bond to 10 in on below under above in front of behind next to up down across forwards backwards

Summer Term

Strand	Unit		Week	Week title	Early Learning Goal
Number – addition and subtraction	Unit 14	Counting on and counting back	1	Adding by counting on	Have a deep understanding of number to 10, including the composition of each number.
			2	Taking away by counting back	
Number – number and place value	Unit 15	Numbers to 20	3	Counting to and from 20	Verbally count beyond 20, recognising the pattern of the counting system.
Number – multiplication and division	Unit 16	Numerical patterns	4	Doubling	Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
			5	Halving and sharing	
			6	Odds and evens	
Geometry – properties of shape	Unit 17	Shape	7	Composing and decomposing shapes	*There is no specific ELG related to this unit. This unit supports the Development Matters statement Select, rotate and manipulate shapes in order to develop spatial reasoning.*
Number – number and place value	Unit 18	Measure	8	Volume and capacity	Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
Number – addition and subtraction	Unit 19 (Optional)	Sorting	9	Sorting into 2 groups	*This unit is optional because sorting is not covered in the EYFS Framework or Development Matters guidance for Reception. It does provide an introduction to the concept of sorting, which will be useful in Year 1.*
Measurement	Unit 20 (Optional)	Time	10	My day	*This unit is optional because time is not covered in the EYFS Framework or Development Matters guidance for Reception. It does provide a useful introduction to time, which will be covered in Year 1.*

- To recap the composition of each number to 10
- To know addition and subtraction facts to 10
- To find half of numbers up to 10
- To share quantities equally
- To finish a repeating pattern
- To make patterns using shapes

Progression in vocabulary (available via Power Maths)

next continue pattern patterns repeat repeats unit of repeat core cube round complex size shape colour action elements bigger smaller same different tall short stripes squares

eleven twelve thirteen fourteen fifteen sixteen seventeen eighteen nineteen twenty count count on count back forwards backwards represent show more less fewer how many altogether largest smallest order compare

double equal groups double facts doubling more same different continue pattern next predict how many altogether count groups more fewer less amount teams five frame counters dice domino number track represent half halving share fair share equal each uneven unequal fair solution odd even odd number even number

first next later then before after every day time later8 Power Maths key vocabulary 10 clock face o'clock order timetable sequence

	next continue pattern patterns repeat repeats unit of repeat core cube round complex size shape colour action elements bigger smaller same different tall short stripes squares	

• Daily maths instruction led by the class teacher
• Instruction takes place from Day 1
• Children provided with their own 'special bag' with maths apparatus
• Opportuntity to apply through CP daily.
	• Daily maths instruction led by the class teacher
	• Children provided with their own 'special bag' with maths apparatus
	• 3 in 3: introduction to daily fluency:
	  ○ Subitising
	  ○ Number bonds to 5
	  ○ An area of choice
		• Daily maths instruction led by the class teacher
		• Maintain established programme of fluency (3 in 3):
		  ○ Subitising
		  ○ Number bonds to 10
		  ○ An area of choice

Independent: *Children develop the mental processes to enable them to develop independence and individuality*			
Developing effective self-regulation: What am I feeling? Why am I feeling this way? What's causing this? How can I calm down? Children need a safe, quiet and calming place to process and reflect on their emotions. This supports them to develop self-regulation skills. We provide a safe, quiet place for them to process whichever emotion they're trying to work through. ELG: Self Regulation, Managing Self & Building Relationships			
	Component elements - Knowledge/Children will learn that:	How adults will help the children to know, remember and do more	Specific vocabulary:
First milestone by Autumn 1:	Children know and follow the class behaviour rules which are developed and shared in Week 1. Pupils form positive relationships with staff and peers within groups. This means they separate confidently from their parent/carer at the start of the school day, follow routines by finding their name and become involved within the classroom, enjoying exploring new activities using the names of others. They take part in pretend play, communicating and negotiating with groups of peers. Children participate in small group and 1:1 discussions, offering thoughts and insights, using recently introduced vocabulary focused on manners, taking turns and emotions.	• Carefully implement, model and monitor St. Giles' school behaviour management system. • Share class/school rules during Week 1. These are also shared with all families. • Have high expectations for all children and continuously model the use of essential and agreed manners: excuse me/thank you/please. • Model routines: can you find your name on the coat peg? Can you find a space to sit? • Model how to form positive relationships with staff, children and parents: How are you? Nice to see you. Good morning. Have a good afternoon? • Model how to show an interest in other children and adults: My name is… What's your name? What are you doing? Please can I play too? What shall we do now? • Model turn taking: Please can I have a turn after you? • Model talking about likes and dislikes: I like that. I don't like that. Please don't do that. • Model and teach manners: Please. Thank you very much. Excuse me. • PSHE Matters: Exploring emotions	Key vocabulary for modelling and using during Term 1: ➢ happy, sad, angry, sorry, upset ➢ My turn/your turn ➢ Share ➢ Work together ➢ Others ➢ Rules ➢ Follow ➢ Please, thank you & excuse me ➢ Kind ➢ Like & dislike ➢ Help forgive, persevere, compromise, settle, challenges, reflect
Second milestone by Christmas:	Children play cooperatively and take turns with other, showing sensitivity to their own and others' needs. They articulate and follow and the school rules and are beginning to overcome challenges with support. Children confidently try all activities within the classroom with growing independence, setting and working towards goals within the provision, asking staff and peers for support when needed.	• Explicitly model the process of turn taking by playing alongside and with the children using the key vocabulary continuously. Recast all conversations to establish and embed. • This term, introduce 'interrupt' when teaching about communicating effectively. This builds on from my turn/your turn. • Provide children with scaffolded opportunities within provision to take turns, share resources and work together. • Explicitly model the appropriate use of the book area as a quieter space. • Specifically refer to work/effort/choice with: I am pleased/proud because… • Set up problem solving activities where children need to work together to solve the problem e.g. using the guttering to create a water slide • PSHE Matters: Bullying Matters	Key vocabulary for modelling and using during Autumn 2: ➢ Kind ➢ Like & dislike ➢ angry, cross, ➢ jealous, ➢ frightened, brave ➢ love ➢ Pleased/proud ➢ Friend ➢ Patient/interrupt
Third milestone by Easter:	Children are resilient and persevere with difficulties. They are able to wait for their needs and wants to be met. They make comments about their learning and show pleasure and pride in what they have done. They form positive attachments to adults across the school and friendships with peers. Children give focused attention to what teachers say, responding appropriately even when engaged in a task.	• Prompting – encourage children to keep trying. • Through scaffolded activities, discuss how to be resilient and persevere • Model how to take turns, compromise and share • During friendship week, think carefully about how to be a good friend.	Key vocabulary for modelling and using during Spring 1 & 2: ➢ Resilient/resilence ➢ Persevere ➢ Proud/pride ➢ Healthy, different, same, safe, unsafe, same, different, change ➢ *What do you need to do first?* ➢ *How do you think you could join them together?* ➢ *What worked for you last time?* ➢ *Keep going, you can do this!*
Final milestone by the summer:	Consistently and independently, children reflect on their learning, through their Learning Journeys. They comment on their 'thinking' and the ways they go about their learning. They interact with all adults within the school, holding conversations, using full sentences, including the correct use of past, present and future tense and recently introduced vocabulary.	• Self-scaffolding – observe children and give them time to try different ways of doing things and thinking.	➢ *How did you do that last time?* ➢ *Could you try a different way?* ➢ *What will you need?*

	Independent: *Children develop the mental processes to enable them to develop independence and individuality* **PSHE:**		
	Autumn Term	**Spring Term**	**Summer Term**
Our children benefit from daily circle time, during snack time, during which we explore emotions and self-regulation. **We also teach PSHE using PSHE Matters.** **We have ensured that the language and development within PSHE is planned to be introduced and used by all adults during the year.** **Key word for topic** **Mental Health objectives**	Relationships - Friend EYFS Statutory Framework Personal, Social and Emotional Development ELG: Building Relationships Children at the expected level of development (at the end of their reception year) will: • Form positive attachments to adults and friendships with peers. (H17) Non-statutory Guidance Development Matters, July 2021. Children in reception will be learning to: • Build constructive and respectful relationships including working and playing cooperatively and taking turns with others.(H13) • Express their feelings and show sensitivity to their own feelings and the feelings of others.(H15/H16) Identify and moderate their own feelings socially and emotionally.(H13/H18) • Think about the perspectives of others. (H14) Bullying Matters – Kind/Unkind EYFS Statutory Framework Personal, Social and Emotional Development ELG: Managing Self Children at the expected level of development will: • Work and play cooperatively and take turns with others. Non-statutory Guidance Development Matters, July 2021. Children in reception will be learning to:	Difference and Diversity - Pride EYFS Statutory Framework Personal, Social and Emotional Development ELG: Building Relationships Children at the expected level of development will: • Show sensitivity to their own and to others' needs. (H14) Understanding the World ELG: People, Culture and Communities • 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. Non-statutory Guidance Development Matters, July 2021. Children in reception will be learning to: • Build constructive and respectful relationships. Express their feelings and consider the feelings of others.(H19) • Think about the perspectives of others. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some environments that are different from the one in which they live Exploring Emotions - Forgive EYFS Statutory Framework Personal, Social and Emotional Development ELG: Self-Regulation	Being Healthy – *please refer to RSE policy before teaching - Health* EYFS Statutory Framework Personal, Social and Emotional Development ELG: Managing Self Children at the expected level of development will: • Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices. • Non-statutory Guidance Development Matters, July 2021. Children in reception will be learning to: Manage their own needs. Personal hygiene. • 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.(H17) Being Responsible - Compromise EYFS Statutory Framework Personal, Social and Emotional Development ELG: Managing Self Children at the expected level of development will: • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Understanding the World ELG: The Natural World Explore the natural world around them, making observations and drawing pictures of animals and plants.

	• See themselves as a valuable individual. • Build constructive and respectful relationships with adults and peers. • Work and play cooperatively and take turns with others. • Express their feelings and consider the feelings and the perspective of others.(H15/H16) • Identify and moderate their own feelings socially and emotionally (H18)	Children at the expected level of development will: • Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. (H11/H12/H18) Non-statutory Guidance Development Matters, July 2021. Children in reception will be learning to: • Express their feelings and consider the feelings of others. (H16) • Identify and moderate their own feelings socially and emotionally. (H18) • Think about the perspectives of others. (H14)	• **H19 To recognise when they need help with feelings; that it is important to ask for help with feelings and how to ask for it. • **H20 To talk about change and identify the feelings associated with it; and how to ask for help Non-statutory Guidance Development Matters, July 2021. Children in reception will be learning to: • Build constructive and respectful relationships.(H14) Express their feelings and consider the feelings of others. (H16) • Manage their own needs including personal hygiene. Explore the natural world around them.

Year A		Year B		
Relationships	EYFS Friend	Being Me	EYFS reflect	
Bullying Matters	EYFS Kind/Unkind	Being Safe	EYFS Safe	
Difference and Diversity	EYFS Pride	Money matters	EYFS spending	
Exploring Emotions	EYFS Forgive	Drug Education	EYFS medicine	
Being Healthy linked to RSE	EYFS Health	Growing up linked to RSE	EYFS changes	
Being Responsible	EYFS Compromise	Changes	EYFS Resilience	

	Enrichment: important events to help our children: love and care for oneself, for others and for God and our world. British values.					
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Better citizen *Better child fully prepared for life in modern Britain*	Democracy: School council voting	Mutual respect and tolerance: Anti-bullying week: 14-18th	Mutual respect and tolerance: Internet safety week,		World Bee day, World laughter Day	World Environment Day World Ocean's Day (8.6.23) make music day, wear purple for JIA (17.6.23)
Christian celebrations and/or festivals	Harvest Festival	Advent/Christmas,	Pancake day/Ash Wednesday (21.2.23 Half term)	Mothering Sunday (19.3.23), Easter		Father's day (18.6.23),
Other celebration/festival	Diwali (24.10.23)	Bonfire Night	Chinese New Year (22.1.23)	Holi		
National fundraisers/events		Remembrance day Children in Need (18.11.22)	RSPB school birdwatch (5.1.23-21.2.23).	Comic relief/Sport's relief (23.5.23)	Walk to school week	
Whole school						Sport's day, Transition day
Trip		Pantomime		**Welly Walk** – contribution to cultural capital		Hall Leyes/Garden Centre Matlock Bath (by train) & Whistlestop centre

Topics						
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Topics **Mini project**	**Me and my community** Exploring Autumn	**Once upon a time** Sparkle and shine	**Starry night** Winter wonderland	**Dangerous dinosaurs** Puddles and rainbows	**Sunshine and Sunflowers** Shadows and reflections	**Big wide world** Splash
Wow days	• **School Community** - Walk around the school meeting the adults • **Marvellous Me!** Photo gallery – children's family, pets, friends	• **Fairy tale detectives** – leave clues for children to guess the different stories • **Fairy tale characters** – invite different characters from fairy tales in to meet the class • **Pantomime (whole school)**	• **Day and Night walk** walk around the school grounds taking photos. Later adult to take photos of the same place in the dark for children to compare. • children go into their gardens in the evening and looking at the night sky together - **photos**	• **Did I see a dinosaur?** Leave footprints, foliage, eggs etc for children to guess what has stampeded through the school. Or base on Andy's dinosaur adventures and travel back in time as a class	• **Garden visit –** visit the gardens at Hall Leys. Go to a local garden centre?	• **A terrific train ride! –** catch the train to Matlock Bath and have a cuppa at the Whistlestop café!
Key Experiences	• Gross motor focus – Scooters, throwing a ball to a friend • Diwali – WB 17.10.22 (Diwali 24th during half term) • Visit St Giles church for Harvest festival	• Visiting library – school focus • Pantomime • Make gingerbread • Fine motor focus – threading, cutting, • Visit St Giles church for Christingle • Visit St Giles church to perform nativity?	• Chinese New Year 22.1.23 – Year of the rabbit - explore • Make pancakes	• Visiting library – school focus • Make a cake/biscuits for Mothers' Day 19th March 2023 • Building a den for a bear or to keep away from a dinosaur • Comic relief – 23.3.23 • Visit St Giles Church for Easter celebration	• Planting • Visit a café/shop • Go for a litter pick in recognition of World Environment Day (5.6.23), World Ocean's Day (8.6.23)	• Visiting library – school focus • Wear purple day – 17.6.23? • Father's Day – 18.6.23 – bring a dad to school day – teamwork focus? • Invite our parents in for a café experience? • Visit St Giles church for Year 6 send off

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	**Me and My Community**	**Once Upon a Time**	**Starry night**	**Dangerous Dinosaurs**	**Sunshine and Flowers**	**Big Wide World**
Genre **Purpose for writing**	**Autumn 1** Familiar settings/Traditional tales Sequencing Retelling	**Autumn 2** Traditional tales Sequencing Retelling/Recounts Letters	**Spring 1** Adventure stories Non-Fiction Labels, lists	**Spring 2** Rhyming stories Subversive stories/alternative versions Information about dinosaurs Recounts	**Summer 1** Stories with familiar patterns Writing cards, Poems, non-fiction facts (create a book) Instructions	**Summer 2** Pirate stories, Non-fiction Instructions Longer pieces of writing
Key stories **Poetry** **Non-fiction** **Award winners** **Traditional tales**	**The Colour Monster:** Anna Llenas **Little red hen** **Rainbow fish**: Marcus Pfister **Pumpkin soup**: Helen Cooper **Leaf man:** Lois Ehlert **Stick man**: Julia Donaldson **Rhymes:** Grace – before lunch Clap your hands and wiggle your fingers Heads, shoulders, knees and toes	**Brown Bear, Brown Bear**: Bill Martin/Eric Carle **Jack and the Beanstalk:** Nick Sharrat **Crackle, Spit** (Marie Thorn) Poem **The story of Diwali** (Usborne young readers) **Three Little pigs:** Nick Sharratt **Three billy Goats Gruff** The Gingerbread Man Christmas story	**I'm not (very) afraid of the dark** (Anna Milbourne **Whatever Next:** Jill Murphy **How to catch a star**: Oliver Jeffers **Owl Babies**: Martin Waddell **Chinese New Year: How to Catch a dragon?:** Adam Wallace	**The Barnabus project:** The Fan Brothers (whole school World book day) **Life-size Dinosaurs**: Sophy Henn **Dear Dinosaur**: Chae Strathie **We're going on a Bear Hunt:** Michael rosen **We're going to find a monster:** Mallory Blackman Innovate – we're going on a dinosaur hunt Weather books	**Snail Trail:** Ruth Brown **Matisse's magical snail**: Tim Hopgood **What the ladybird Heard:** Julia Donaldson **The Flower:** John Light **The enormous turnip**	**Lifesize:** Sophy Henn **There's an elephant in my kitchen**: Smriti Halls & Ella Okstad **The Night Pirates:** Peter Harris Debra Allright **Dinosaurs and all that rubbish:** Michael Foreman **Handa's Surprise:** Eileen Browne
Poem to be learnt	**Colours: Shel Silverstein**	**Snow: Walter De La Mere**	**I Will Read: Dr Seuss**	**The Worm that wouldn't wiggle: Steve Atwell**	**Five little speckled frogs…..**	**The Little Turtle: Vachel Lindsay**
Vocabulary early reading (see	**Listen**, **story, join in**, front cover, page, title, turn, blend, blend together, point, sound out,		**Fiction, non-fiction**, fact, **predict – what do you think may happen next?**		Explain – tell me about, **Flow - fluency, expression**, exclamation mark,	

reading curriculum teaching sequence) **Words in bold**: key words in curriculum teaching sequence	**character**, **beginning**, **ending,** first, next, author, illustrator, **full stop** question mark, **poem**, **rhyme**, **song,** choose, makes sense, ***what does that word mean?*** **Describe,** Hero/villain	Text**, c**ontents, Page numbers, **Setting, event,**	

PE Curriculum (see also Fine and Gross motor progression in Writing section)		
Fundamental skills	Balance on the spot and whilst moving slowly Throw different sized objects Catch different sized objects	**ELG**
Key Learning	**Gymnastics** Create still shapes Begin to take weight on different body parts Copy and link simple movements **Dance** Copy basic body actions and rhythms Use travelling actions, shapes and balances. Begin to count to music. **Athletics** Run and stop with some control. Balance whilst stationary and on the move. Explore moving different body parts together. **Invasion Games** Throw and roll a variety of beanbags and larger balls to space. Stop a beanbag or large ball sent to them using hands. Move around showing limited awareness of others. Make simple decisions in response to a solution. **Orienteering** Share their ideas with others. Explore activities making own decisions in response to a task. Follow a path **Balance ability:** children have weekly sessions following the balance ability scheme.	**Gross Motor Skills ELG** **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.**
Vocabulary	Balance, Forwards and backwards, Move, Copy, Push, Stop, Jump, Catch, Throw, Pass, Roll, Kick, Run, Skip	

RE curriculum progression:

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
F1 Which Stories are Special and Why?	F4 What times are special & why? Christmas	F2 Which people are special & why?	F3 What places are special & why? Easter Pause Day	F5 Being special: where do we belong?	F6 what is special about our world.
L1. Key Question: What is your favourite story? What do you like about it, & why? **Outcome:** Identify some of their own feelings in the stories they hear	**L1. Key Questions: What special times have you had? What do other people celebrate?** **Outcomes:** Give examples of special occasions that they & others have experienced & suggest features of a good celebration including how it makes them feel	**L1. Key Question: Who is special to you & why?** **Outcome:** Talk about people who are special to them including themselves, their classmates & people from outside the class community Say what makes other people special to them	**L1. Where is special to me?** **Outcome:** Talk about somewhere that is special to themselves, saying why	**L1. What makes us feel special? What makes Christians feel special to God?** **Outcome:** Share occasions when others have made them feel special.	**L1. What are our favourite things about nature**? **Outcome:** Discuss things they find interesting, puzzling or wonderful in nature & also about their own experiences & feelings about the world. Think about the wonders of the natural world, expressing ideas about how it was made & feelings towards nature
L2. Key Question: Do you know any Bible stories? What stories do you know that are special to Christians? What do you think Jesus was (is) like? **Outcome:** Identify a sacred text e.g. Bible; Talk about the Calming of the Storm	**L2. Key Question: What happens at Sukkot & why?** **Outcomes**: Say why Sukkot is a special time for Jewish people	**L2. Key Question: Why are some people special?** **Outcome:** Talk about people who are special to them in the local community Say what makes people in the local community special	L2. Where is a special place for Christians to go? **Outcome:** be aware that a church has special meaning for Christian people talk about the things that are special & valued in a church identify some significant features of the outside & inside of a church recognise a church	**L2. How do Christians know that children are special to God?** **Outcome:** Re-tell the story of Jesus blessing the children, making connections with personal experiences.	**L2. Why do some people say the world is special? What do you think is special about the world?** **Outcomes:** Talk about things they find interesting, puzzling or wonderful in the natural world; discuss experiences & feelings about the world. Think about the wonders of the natural world, expressing ideas & feelings.
L3. Key Question: What stories are special to Christians? What happens in a story from the Bible? Does the story tell you about God? What do you learn? **Outcome:** Talk about some religious stories; recognise some religious words, e.g. about God	**L3. What story do Hindu people remember at Diwali? What happens at Diwali & why?** **Outcomes:** Say why Diwali is a special time for Hindus. Recall a simple story connected with Diwali	**L3. Key Question: What story do Sikhs tell about a special person?** **Outcome**: Recall a story about Guru Nanak in Sikhism & talk about what can be learnt from it. .	**L3. Where is a special place for Christians to go? What makes a church special?** **Outcomes:** recognise a church & know it has special meaning for Christian people; identify & talk about the things that are special & valued in a church; know how some of them are used in worship; Use appropriate words to talk	**L3. What groups do we belong to? How do we know we belong to a group? What groups do religious people belong to?** **Outcomes:** Recognise & talk about groups people belong to; discuss similarities & differences between themselves & others & amongst families; recognise symbols or badges which show	**L3. What story do Christians tell about how the creation of the world?** **Outcomes:** Re-tell the story of creation from Genesis 1, talking about what it says about the world, God, human beings.

			about their thoughts & feelings when visiting a church	belonging, including religious ones; discuss how belonging makes them feel.	
L4. Key Question: What stories do you know that are special to Christians? Who are the stories about? What do you learn? **Outcome:** Talk about the story of the two brothers; talk about what Jesus teaches about keeping promises in a parable & say why keeping promises is a good thing to do.	**L4. What happens at Christmas, & why? Outcomes:** Say why Christmas is a special time for Christians. Recall a simple story connected with Christmas	**L4. Key Question: What is a good friend like? How did Jesus make some very special friends?** **Outcome:** Identify some of the qualities of a good friend & identify their own good friends Recall & talk about a story of Jesus as a friend to the disciples	**L4. Where is a holy place for Muslims to go?** **Outcomes:** Know a mosque has special meaning for Muslim people; talk about the things that are special & valued in a Mosque; identify some significant features of a mosque; use appropriate words to talk about thoughts & feelings linked to visiting a mosque	**L4. How do we show people they are welcome? How are babies welcomed into the Christian family?** **Outcomes:** Recall simply what happens at a traditional Christian infant baptism.	**L4. How can we tell the Christian story of creation?** **Outcomes:** Re-tell the story of creation from Genesis 1, talking about what it says about the world, God, human beings
L5. Key Questions? What stories do you know that are special to Muslims? Who are the stories about? What happens in the story? Does the story tell you about God? **Outcome:** Talk about the story of the revelation of the Qur'an; Recognise some religious words, e.g. messenger, Muhammad, Angel; identify some of their own feelings in response to events in the story	**L5. Key Question: What can we say about Christmas, Diwali & Sukkot?** **Outcomes:** Give examples of special occasions & suggest aspects of celebration that are found in more than one religious festival. Recall simple stories connected with festivals. Say why festivals are special times for members of faith communities.	**L5. What can a Christian learn from actions in a story?** **Outcome:** Recall & talk about the story of the feeding of the 5000 Identify some of the qualities shown by the boy in the feeding of the 5000	**L5. Where is a special place for Muslims to go? What makes a mosque special? Outcome:** be aware that a mosque has special meaning for Muslim people; identify the features & things that are special & valued in a Mosque; use appropriate words to talk about their thoughts & feelings linked to visiting a mosque	**L5. How is a baby welcomed into the Muslim religion?** **Outcomes**: Recall simply what happens when a baby is welcomed into the Muslim tradition	**L5. What stories do Muslim people tell about God's creation?** **Outcomes:** Express ideas about how to look after wildlife in response to the story of Muhammad & the Crying Camel. Talk about what the story of Muhammad & the Crying Camel says about God, the world & human beings
L6. Key Question: What is the holy book for Muslims? **Outcome** identify a sacred text e.g. Qur'an & talk about why it is special.	**L6. Why is light important to Christians & Hindus?** **Outcomes:** Use artwork to show how light is important to Christians & Hindus	**L6. What story shows Jesus being a friend & caring for others? Outcome:** Identify some of the qualities of a good friend Recall & talk about a story where Jesus shows friendship to another	**L6. What is important in a church & a mosque? How are holy buildings similar & different? Outcomes:** Churches & Mosques have special meaning for Christians & Muslims; identify significant features of churches & mosques & why they are special & valued; get to know & use appropriate words to talk about their thoughts & feelings when visiting a mosque or church. Possible contribution to	**L6. How do Hindu brothers & sisters show their love for each other at a festival? Outcome:** Ask questions about religious artefacts. Talk about the feelings of themselves & others. Explore, observe & find out about objects that matter in Hinduism	**L6. How does Muhammad show Muslims how to behave in the story of Muhammad & the Kittens? Outcomes:** Express ideas about how to look after wildlife in response to the story of Muhammad & the Kittens. Talk about what the story of Muhammad & the Kittens says about God, the world & human beings.
L7: Key Question: What are the similarities & differences between different people's special stories? Outcome: Talk					**L7 Is our world 'very good'? Outcomes:** Talk about what people do to mess up the world & what they do to look after it.

about some religious stories that have been covered in this unit; recognise some religious words & use the correct ones in their own retellings			Cultural Capital: visit a mosque (Open Centre visit)		Talk about their own experiences & feelings about when the world is & is not looked after

Higher attaining in Understanding the World
Engaged in the pursuit of Christian Values
Love and care for oneself, for others and for God and our world. British values.
Progression:



Past and Presen

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG
Topic	**Me and My Community** Children will learn their own life-story: *born, birth, birthday, joined school* (revisited further in PSHE during Autumn 2) To know how I have changed: *baby, pre-school, school age.* *Recount changes in own life over time* (revisited further in PSHE during Autumn 2) Talk about the lives of the people around them and their roles in society. Talk about the roles that different people have in their community and why they are important, including emergency services and key workers.	**Once Upon a Time** To know about figures from the past John Smedley: built Riber Castle To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class (Christmas) Talk to Grandparents about what Christmas was like in the past Be aware of people and events from the past by sharing books and looking at photographs. Explore and talk about pictures, stories and information books on the theme of royalty. Make observations about objects and artefacts from	**Starry Night** To talk about the lives of the people around us. To know that the emergency services exist and what they do. To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class (Emergency Services) **Chronology**	**Dangerous Dinosaurs** To know about the past through settings, characters and events encountered in books read in class and storytelling. *Use pictures and photographs to create a timeline and to find out information.* *Children express themselves accurately in the correct tense.* Then/before/now/ next/after Young/old Today/yesterday/ tomorrow. **Chronology** **Enquiry** **Organisation and**	**Sunshine and Flowers** To know about the past through settings, characters and events encountered in books read in class and story telling *Children express themselves accurately in the correct tense.* Then/before/now/ next/after Young/old Today/yesterday/ tomorrow. **Chronology** **Enquiry** **Continuity and change** **Organisation and communication**	**Big Wide World** To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class **(Seaside/Matlock)** Share stories and talk about significant people who lived in the past: Charles Darwin. *Use pictures and photographs to create a timeline and to find out information.* *Children express themselves accurately in the correct tense.* Then/before/now/ next/after Young/old Today/yesterday/	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 experience and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. Key learning/Sticky knowledge: **Me and my community** Know that they have changed since they were a baby. Know how people can care for their environment.

	Discuss changes as they have grown from being a baby. Say how they have changed since they were a baby. **Chronology** **Continuity and change**	the past, such as toys, clothes and other items relating to everyday life. **Chronology** **Enquiry**		**communication**		tomorrow. **Chronology** **Enquiry** **Continuity and change** **Cause and consequence** **Organisation and communication**	**Long Ago** Know that the past is made of events that have already happened. Know that memories are things we remember from the past. **Vocab:** Then/before/now/ next/after Young/old today/yesterday /tomorrow.
Fundamental knowledge: **Chronology:** Begins to sequence some events or at least 2 related objects in order. **Enquiry:** Use pictures and photographs to create a timeline and to find out information. **Cause and consequence:** Begin to understand consequences as a result of something that happens to them. **Continuity and change:** Recount changes in own life over time. **Organisation and communication:** Children express themselves accurately in the correct tense (see C&L).							

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG
Topic	**Me and My Community** ELG: People, Culture, Communities **To know about family structures and talk about who is part of their family**: *Mum, Dad, Grandma, Grandad, brother, sister* **To identify similarities and differences between themselves and peers:** *boy, girl, tall, small, eye colour.* A **community** is made up of a group of people who share or live in the same place. There are different types of communities, such as the family, the school and the local. Schools are places where we come to learn and make new friends. Word of the topic: community **To know the name of the town our school is in.** ELG: People, Culture, Communities Litter has a harmful effect on the areas where we live, work and play. Word of the lesson: litter Human features are man-made and include houses,	**Once Upon a Time** ***Sparkle and shine*** ELG: Understanding the world (breadth) Light is an important element in many autumn and winter celebrations. ELG: People, Culture, Communities Know about winter celebrations such as Christmas, Hanukah and Diwali, and how different people celebrate across the world. E.g. UK and Australia Word of the lesson: globe, Australia, United Kingdom **To talk about how Hindus celebrate a festival:** *Diwali* **To retell the Christmas Story and talk how it is celebrated** **To know that people around the world have different religions** **To know about features of the immediate environment**: *Riber Castle, Riber Hill, St. Giles Church, River Derwent*	**Starry Night** ***Winter wonderland*** ELG: People, Culture, Communities **Know about winter celebrations such as Chinese New Year.** **To know about people who help us within the local community: *police*** ELG: The Natural World The environment changes through the day and the year. Phenomena, such as day and night and weather can affect the way the environment appears. Words of the lesson: day, night There are four seasons in the UK: spring, summer, autumn and winter. Each has typical weather associated with it, including sun, rain, wind and snow. Words of the lesson: sunny rainy, windy, cloudy, warm, cold, Describe how the weather, plants and animals of one place is different to another using simple geographical terms ***Begin to use picture maps. Globe***	**Dangerous Dinosaurs** ***Puddles and rainbows*** ELG: People, Culture, Communities **To know that Christians celebrate Easter.** ELG: The Natural World **Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.** Explore nature in school grounds, making observations and drawing pictures of animals and plants Record observations about the way the local environment changes throughout each season. Use technology to record their work and ideas. We live in the United Kingdom. Maps can be used to see where we live and where the United Kingdom is in the world. ***Begin to use picture maps.*** Natural phenomena include weather, shadows, rainbows, clouds, flooding and waves.	**Sunshine and Flowers** ***Shadows and reflections*** ELG: People, Culture, Communities **To know that people in other countries may speak different languages** (French) **To know that there are many countries around the world.** ELG: The Natural World Notice and begin to describe changes in weather. Word of the lesson: seasons Make and use simple maps in their play to represent places and journeys, real and imagined. ***Use small world equipment to represent known places. Talk about what each object represents. Introduce scale – use different sized objects to represent this.*** Word of the lesson: map Use Streetview on Google maps to explore the local area. ***Begin to use picture maps*** Word of the lesson: navigate (find our way)	**Big Wide World** ***Splash*** ELG: People, Culture, Communities **To know that people in other countries may speak different languages** (French) ELG: The Natural World **To know that simple symbols are used to identify features on a map** Take photographs, draw simple picture maps and collect simple data during fieldwork activities Word of the lesson: journey, environment ELG: People, Culture and Communities Begin to notice and talk about the different places around the world, including oceans and seas. Word of the lesson: globe, world Compare similarities and differences between people in different communities and groups from around the world. Word of the lesson: similar, different, community Know that a globe is a 3D model of the earth; and a map is a 2d representation of places	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, non-fiction texts and (where appropriate) maps.

	shops, buildings, offices, parks, streets and places of worship. Word of the lesson: man-made Maps can show us different ways of looking at a place we know. Word of the lesson: map	Key vocabulary: camouflage	**Contribution to pupil's cultural capital: visit to a Hall Leys Park Garden area**	Word of the lesson: globe, world Describe how the weather, plants and animals of one place is different to another using simple geographical terms. Word of the lesson: land, seas, oceans



The Natural World

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG
Topic ***Mini topic***	**Me and My Community** ***Exploring Autumn*** To ask questions about the natural environment. Describes some features of plants and animals and identifies when things are the same and different. Notices, observes and talks about seasonal changes. **L1: Woodland Walk** Understand the effect of changing seasons on the natural world around them. Describe what they see, hear and feel whilst outside. **L2: Exploring Leaves** Understand some important processes and changes in the	**Once Upon a Time** ***Sparkle and Shine*** To know about and recognise the signs of Autumn To know about features of the world and Earth **L1: Is it Shiny?** Sort and group materials and resources and talk about how they are similar or different. (NS) **L2: Changes** (From Sunshine and Showers) **Autumn** Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. **Seasonal Changes:** **Autumn walk:**	**Starry Night** ***Winter Wonderland*** To know about and recognise the signs of Winter To know some important processes and changes in the natural world including states of matter (freezing) ice, cold, snow, scarf, hat, gloves, berries To know that some animals are nocturnal **L1: Wonderful Winter** for Reception Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. To know some important	**Dangerous dinosaurs** ***Puddles and rainbows*** **L1: Welly Walk** for Reception Identify and talk about seasonal changes. To know about and recognise the signs of Spring **L2: Sunshine and Showers** Weather chart – seasonal changes **L3: It's Raining!** Experiment – how it rains **L4: Plant a Rainbow** Planting seeds – flowers the colours of the rainbow. To plant seeds and retell what will make them grow. **L5: Is it Waterproof**? For Reception Experiment	**Sunshine and Flowers** ***Shadows and reflections*** To observe the growth of seeds and talk about changes To know how to care for growing plants To learn about lifecycles of plants and animals **L1: Outside Explorers** for Reception A habitat is a place where living things live. Local habitats include woodlands, gardens and ponds. Other habitats include hot places, such as deserts, and cold places, such as the Arctic. Word of the lesson: habitat **L2: Changes** (From Sunshine and Showers) Seasonal changes - Summer.	**Big Wide world** ***Splash*** **Big Wide World** To know about and recognise the signs of Summer To know that some things in the world are man-made and some things are natural To harvest grown fruit and vegetables 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.	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 season and changing states of matter. **Key learning/Sticky**

natural world around them, including the seasons and changing states of matter.
L3: Who Lives in the Woods?
Explore the natural world around them, making observations and drawing pictures of animals and plants.
L4: Wild Ones
Explore the natural world around them, making observations and drawing pictures of animals and plants.
L5: Making Leaf Man Books
Explore the natural world around them, making observations and drawing pictures of animals and plants.

How to keep happy and healthy.
Healthy eating. Exploring senses

Seasonal Changes:
Autumn walk:
Explore why leaves fall

Explore why leaves fall

Using senses to describe materials

processes and changes in the natural world including states of matter (freezing)
L2: Frozen for Reception
Test their ideas. (NS)
L3: Making Winter Bird Food Cakes
L**4: animals that come out at night (Starry Night)**
To know that some animals are nocturnal
L5: Changes (From Sunshine and Showers) **Winter**
Seasonal changes

Key facts about common animals – diet and habitat
Explore various different habitats and the animals that live there

Explore ice and changes of state
Using torches and mirrors

Dangerous Dinosaurs
L**6 Prehistoric maps** – create their own map and use programmable toys to navigate

Plants:
To know where plants grow best. Label parts of a plant. Explore plants and seeds. Looking after and recording growth

Seasonal changes: spring walk

L3: Magnify
Identifying and naming parts of a plant
L4: Raising Butterflies
Butterfly kit – hatch their own
L5: Sunflowers
Plant and grow their own – competition.
L6: Make a Rainbow
Experiment – what do plants need to grow? How does a plant get water?
L7: Garden Hunt for Reception
Scavenger hunt
L8: Who's in the Garden?
Make butterfly feeders
L9: Eco Gardeners (develop)
Describe some ways that plants or animals should be cared for in order for them to survive – make a compost bottle

Shadows and reflections
L1: What is a Shadow?
Name and describe natural phenomena, such as the size of shadows, the colours of a rainbow, the speed of clouds moving across the sky and the strength of a wave. (NS)
Investigate shadows at different times of the day
L2: Let's Investigate Reception
Compare and group objects and materials according to simple given criteria. (NS)
Investigate shadows

Everyday materials
Floating and sinking
Recycling
Explore magnets
Explore ice and changes of state

Plants:

Understand some important processes and changes in the natural world around them including the season and changing states of matter.

Splash
L1: Melting and Freezing
Explore the natural world around them, making observations and drawing pictures of animals and plants.
L2: Hydration
Describe some ways that plants or animals should be cared for in order for them to survive.

Seasonal changes: summer walk

Living things and their habitats
Explore various different habitats and the animals that live there

knowledge:

Plants:
To know where plants grow best. Label parts of a plant. Explore plants and seeds. Looking after and recording growth

Animals, including humans
Key facts about common animals – diet and habitat How to keep happy and healthy. Life cycle of an animal. Healthy eating.
Exploring senses

Living things and their habitats
Explore various different habitats and the animals that live there

Everyday materials
Floating and sinking
Recycling
Explore magnets
Explore ice and changes of state
Using torches and mirrors
Using senses to describe materials

Seasonal changes
Autumn walk – observe changes throughout the seasons
Explore why do leaves fall
Describe signs of Spring, Summer, Autumn and Winter
Identify appropriate clothing for the weather/season

To know where plants grow best. Label parts of a plant. Explore plants and seeds. Looking after and recording growth
Life cycle of an animal

Vocab:
Plants, seeds, sunlight, water, root
Animal, human Float, sink, magnet, ice, freeze, melt, smooth, rough Spring, summer, autumn, winter, rain, snow, wind, sun

Higher attaining in Expressive Art and Design
Engaged in the pursuit of Christian Values: *Love and care for oneself, for others and for God and our world. British values.*
Progression

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
Themes **Exploring and using media and materials** **Drawing** **Colour** **Texture** **Form** **Printing** **Pattern**	**Me and My Community** Explore, use and refine a variety of artistic effects to express their ideas and feelings. **Printing** – rolling conkers **Painting/Drawing** – self portraits **Key artist: Jackson Pollock** **Texture:** natural materials **Form:** conker creatures/seed shakers **Texture:** weaving though net/trellis	**Once Upon a Time** Explore, use and refine a variety of artistic effects to express their ideas and feelings. **Form:** Create divas Make homes for characters **Texture**: Make patterns and pictures using loose parts **Key artist: Andy Goldsworthy** **Drawing**: drawing faces/simple people drawings **Colour:** colour mixing – primary colours	**Starry Night** 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. **Form:** space vehicles **Colour:** mixing darker/lighter shades using black/white (Night sky) Mix, paint, dark, darker, blue, black **Texture**- weaving	**Dangerous Dinosaurs** 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. **Printing** – rubbings **Texture** – dinosaur skeletons **Colour**– colour mixing – create a picture in	**Sunshine and Flowers** 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. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories. **Colour:** shades of yellow	**Big Wide World** Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function. **Printing** – aboriginal style art **Texture** – earth images **Splash** **Colour:** large art using spray pots	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.

	ribbon fabric material	primary red blue yellow clay dough shape mould	Threading, weaving, in and out, loom ribbon fabric material	the style of **Mark Rothko** **Pattern** –pattern (linked to maths) create a picture in the style of **Kandinsky** **Drawing:** how to draw animals/dinosaurs rubbings junk print **Key artists: Kandinsky/Rothko**	**Texture** – images of the sun using natural materials **Key artist: Van Gogh (sunflowers)** **Pattern** – symmetrical patterns fold	**Colour** - Mixing colours – blotting paper primary red blue yellow	
Key learning (sticky knowledge Key vocabulary	**I can draw an object that is recognisable and describe what it is** thick thin line draw **I know and experiment with the primary colours.** primary red blue yellow **I can create a simple mixed media collage.** ribbon fabric material **I can construct or reconstruct a 3D model using malleable materials.** clay dough shape mould **I am able to print and explore texture using a range of objects.** rubbings junk print **I am able to create simple patterns (including symmetrical) using objects.** fold						

	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**	**Early Learning Goal**
Being Imaginative	Develop storylines in their pretend play	Develop storylines in their pretend play	Develop storylines in their pretend play Watch and talk about dance and performance art, expressing their feelings and responses	Develop storylines in their pretend play Recount narratives and stories with peers and their teacher;	Develop storylines in their pretend play Invent, adapt and recount narratives and stories with peers and their teacher;	Develop storylines in their pretend play Invent, adapt and recount narratives and stories with peers and their teacher;	Invent, adapt and recount narratives and stories with peers and their teacher;
Design		Cooking & Nutrition: Soup fruit and vegetables healthy/unhealthy eat different food	Structures: Junk Modelling bumpy smooth shiny, rough, hard, soft join, fix, glue, stick cut, snip, press, fold like, dislike, use	Textiles: Bookmarks Weave, thread, weaving, threading over, under, through, pull,	Structures: Junk Modelling bumpy smooth shiny, rough, hard, soft join, fix, glue, stick cut, snip, press, fold like, dislike, use	Structures: Boats bumpy smooth shiny, rough, hard, soft join, fix, glue, stick cut, snip, press, fold like, dislike, use	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function

Music (using The Charanga Scheme of work)							
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**	**Early Learning Goal**
Themes	**Me** Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Share and perform the learning that has taken place	**My stories** Listening and responding to different styles of music. Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Share and perform the learning that has taken place	**Everyone** Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Singing and learning to play instruments within a song Share and perform the learning that has taken place	**Our world** Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Singing and learning to play instruments within a song Share and perform the learning that has taken place	**Big Bear Funk** Listening and appraising Funk music Embedding foundations of the interrelated dimensions of music using voices and instruments Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs Playing instruments within the song Improvisation using voices and instruments Riff-based composition Share and perform the learning that has taken place	**Reflect, Rewind, Replay** This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting chosen nursery rhymes and/or songs, a context for the History of Music and the very beginnings of the Language of Music.	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.

Singing	**Listening**	**Performing**	**Musicianship**	**Notation**
Speak and chant short phrases together. Find their singing voice and begin to develop an awareness of pitch.	Listen to sounds and respond by talking about them or physically with movement or dance.	Play instruments by shaking, scraping, rattling, tapping etc. Begin to develop a sense of beat using instrument or body sounds. Respond to symbols or hand signs.	Find the pulse	symbols

Make changes in their voices to express different moods and feelings. Co-ordinate actions to go with a song. Sing short phrases or responses on their own. Sing a variety of songs both accompanied and unaccompanied.	Recognise the sounds of percussion instruments used in the classroom and identify and name them. Respond appropriately to a range of classroom songs. Begin to identify and describe key features or extreme contrasts within a piece of music. Begin to use musical terms (louder/quieter, faster/slower, higher/lower)	Play loudly, quietly, fast, slow.		
Key vocabulary	Pulse louder/quieter, faster/slower, higher/lower			

St. Giles CE Primary School Early Years curriculum

Activity	Key features of the activity	Planned outcomes
Before the children join St. Giles CE Primary school (i.e. during the months of June and July)	✓ Home visits to meet the child/ren and to gather information from parents and carers. ✓ Parents' meeting, ✓ 2 afternoon visits into school for transition afternoons	✓ These meetings help us to get to know the children before they start school and begin to build strong relationships with children and pre-school settings. ✓ All parents are invited into our school to view our setting, talk with the staff and learn more about the Early Years at St. Giles. We also like to share our high expectations and establish a working partnership with parents.
Autumn Term		
Initial assessment: Statutory reception baseline assessment	✓ Short one-to-one session with their teacher or teaching assistant during the first two weeks of school. ✓ Your child will do a number of practical and interactive tasks to help assess early literacy, communication, language and mathematics skills when they begin at St. Giles. ✓ This is statutory for all schools. ✓ We also complete our own informal assessments, looking at the identified miles stones below.	✓ Most children who join Early Years will be working within the expected level, accessing our curriculum with appropriate scaffolding and support. ✓ Some children will require additional physical support, e.g.: we might work with health to support speech and language or continence for their family, ✓ Some children might benefit from immediate language support such as NELI or support with phonics. ✓ Some children might be referred to our SENCO to assess whether they have emerging needs.
Phonics workshop	✓ Short session for parents during the first 2 weeks of term	✓ All Parents have a good understanding of the way phonics and reading is taught ✓ All Parents are confident to support their children with their phonics and reading at home.
School entry health check	✓ Organised and administered by school health. Includes the NHS' National Child Measurement Programme and a hearing check.	✓ This is a check organised and undertaken by school health.