

EYFS Curriculum Map

Intent:

At Stonesfield Primary School we offer a curriculum rich in wonder and memorable experiences. We work hard to provide a stimulating environment that provides exciting opportunities, promotes challenge, exploration, adventure and a real love of learning. It is our **intent** that all children develop physically, verbally, cognitively and emotionally in an environment which values all cultures, communities and people. We aim for our children to be confident and independent, to believe in themselves and interact positively with others. We understand that play is an integral part of learning and this is at the heart of our early years curriculum. We believe that the correct mix of adult directed and uninterrupted child-initiated play ensures the best outcomes for pupils.

Warm and positive relationships between staff and children, consistent routines and strong relationships with parents are key.

We recognise the crucial role that early year's education plays in providing firm foundations upon which the rest of a child's education is successfully based.

Implementation:

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

We prioritise creating a 'language rich' environment using songs, nursery rhymes, stories and providing time for quality interactions between adults and between peers. Trained staff ensure that interactions are positive and progressive, allowing children to flourish and gather words at pace to become confident communicators. Children are encouraged to become early readers through enjoyment of books and the systematic teaching of phonics. The children learn nursery rhymes and develop their mathematical thinking through direct teaching and exploration. We want our children to become confident mathematicians who can apply what they have learnt to real life experiences.

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

The curriculum is taught through topics which are enriched with classroom enhancements, trips and visitors. Topics are supported by quality key texts. These are chosen carefully to encourage children's speech, language and communication development. All planning however, is flexible and responsive to children's needs so plans can be changed and adapted dependent on children's interests.

We understand the importance of parental engagement and believe that our parents have a crucial role to play in their children's education. We work hard to create strong partnerships between home and school. When a child is a *focus child*, parents receive *next steps* for their child to inform them of what their child is learning in class and to explain how they can support this at home. Parents enjoy using Tapestry to engage in their child's learning and share experience from home.

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



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Terms	Autumn		Spring		Summer	
	Term 1 All about me & people around me	Term 2 Terrific tales & Festivals	Term 3 Wintery weather	Term 4 At the bottom of the garden	Term 5 Wheels, Wings and Other Things!	Term 6 Amazing animals
General Themes <i>NB: These themes may be adapted at various points to allow for children's interests to flow through the provision.</i>	Starting school: My new class New Beginnings How have I changed? What am I good at? How do I make others feel? Being kind / staying safe Body parts My brain Staying healthy Food we eat Human body Oral hygiene My family & Real Life Superheroes Family tree From baby to adult Generations Different types of families People who help us Different careers Wow moments Grandma/Grandad visit Harvest Festival Birthdays Favourite Songs Halloween Nurse / Firefighter visit/police What do I want to be when I grow up?	Traditional Tales: Goldilocks 3 Little Pigs Ways of celebrating: Bonfire night: Guy Fawkes Diwali & Hinduism Christmas: The Nativity Christmas Lists Letters to Father Christmas Wow moments Remembrance Day Guy Fawkes / Bonfire Night Diwali Christmas Nativity Hannukah Black History Month Road Safety Book at Bedtime Children in Need	Weather What to wear (materials) Weather here & other places The seasons & changes Ice Does the moon shine? Hibernation Wow moments Weather experiments Weather Forecast videos Lunar New Year Food tasting – different cultures Valentine's Day	Plants & Flowers The great outdoors Forest School Planting seeds Plant life cycles (dandelion) Make a sculpture: Andy Goldsworthy Reduce, Reuse & Recycle Wow moments Mother's Day Walk to the park / Picnic Planting seeds Nature Scavenger Hunt Vincent Van Gogh Study Sunflowers etc Queen's Birthday Science Week-11 th March Easter Easter bonnet parade	Vehicles past and Present Design your own transport Around the Village Where do we live in the UK / world? Map work - Find the Treasure, make a map. Where in the world have you been? How do I get there? Wow moments Pizza Express visit Story Telling Week Internet Safety Day Animal Art Let's go on Safari - An animal a day. Ramadan April - May	Animal life cycles Animals around the world Animal adult/young names Down on the Farm Mini Beasts Animal Arts and crafts Animal patterns David Attenborough Happy Habitats Nocturnal/ Diurnal Night and day animals Wow moments Father's Day Post a letter Start of Ramadan Eid D-Day Let's fly - Role play and Green Screen Camping Day Vehicle songs to sing to willow & parents.



	All about me & people around me	Terrific tales & Festivals	Wintery weather	At the bottom of the garden	Wheels, Wings and Other Things!	Amazing animals
Possible Texts (Bold = key texts)	What we'll build Incredible you What I like about me What makes me, me? Who's in my family? Your fantastic elastic brain My Body (J McDonald) Head to toe Dr Ranj a Superhero like you Real life Superheroes You can't call an elephant in emergency I'm the bin lorry driver Non-fiction doctor, police, firefighter vet etc	Guy Fawkes, the gunpowder plot 3 Billy goats gruff Suddenly Biscuit bear Peepo The Demon King The story of Divali The Nativity The first Christmas Jesus's Christmas Party Hurry Santa Dear Santa	Tree Stickman Snow bears Out & about book of poems Journey The Great Race All about Chinese New Year	The secret sky garden The Tiny seed Oliver's vegetables Jasper's beanstalk Jack & the Beanstalk	Mr Gumpy's Outing Bob, The Man on the Moon Beegu Oi! Get off my train! Room on the broom The runaway train series Whatever next.	The Lion Inside Brown bear Brown bear what do you see? Dear Zoo We're going on a bear hunt Oi Dog, Oi Cat & Oi Frog What the Ladybird Heard Bee The very busy spider The bad-tempered ladybird Pig in the Pond Sea Tiddler Shark in the Park
Key Vocabulary (2/3 new words per week collected on Wizard word wall)	What we'll build Build, enemy, comfy. Incredible you Incredible, remarkable, giggle. Who's in my family? Parents/grandparents, delicious different. Your fantastic elastic brain Stretch, emotions/feelings, mistake. Dr Ranj a Superhero like you Rescue, scene, expert Real life Superheroes Marvellous, exist, celebration	Guy Fawkes, gunpowder plot Diabolical, furious, determined. 3 Billy goats gruff Determined, creaky, fearless. Peepo Squabbling, dozing The Demon King Horrified, wicked, relieved. The Nativity Manger, astonished. Jesus's Christmas Party Travelled, chorus Hurry Santa Wander, leapt, tangled	Tree Grippped, scamper, prepare Stickman Excellent, beware, weary Out & about book of poems The Great Race Ancient, rose, gathered	The Secret Sky Garden Definitely, satisfied, awesome The Tiny seed Ocean, rays, shadow Oliver's vegetables	Mr Gumpy's Outing Squabble, trample Bob, The Man on the Moon Responsible, entertain, grubby Beegu Unfriendly, hopeful Oi! Get off my train! Marshes, shovel	The Lion Inside Mighty, meek, impressed What the Ladybird Heard Handsome, cunning, hog Bee Meadow, scent, hedgerow Sea Magical, gleaming, sparkling Shark in the Park



Characteristics of effective learning	Characteristics of effective learning run throughout the year and embed the way children learn and play: Children take ownership of their learning. Adults provide inspiring learning environments. Adults encourage pupil voice Zones of regulation support children to be aware of their feelings and take ownership of them					
	<u>Playing and exploring:</u> Children investigate and experience things, and ‘have a go’. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning <u>Active learning:</u> Children concentrate and keep on trying if they encounter difficulties and enjoy achievements. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence. <u>Creating and thinking critically:</u> Children have and develop their own ideas, make links between ideas, and develop strategies for doing things. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.					
	All about me & people around me	Terrific tales & Festivals	Wintery weather	At the bottom of the garden	Wheels, Wings & Other Things!	Amazing animals
Prime Area Communication & Language	The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures. Below are some of the ways we will encourage children’s spoken language and listening skills but they are by no means the complete picture as we will follow children’s interests.					
	<u>Listening and Understanding ELG</u> Children at expected level of development will: *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 interaction. *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.			<u>Speaking ELG</u> Children at the expected level of development will: *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.		
	Children: Talk about themselves & others, and about experiences that are familiar to them. Use social phrases such as good morning, how are you. Talk about how people help us. Sing nursery rhymes and simple songs Listen to a range of texts Explore & use new topic related vocabulary	Children: Add detail when talking about experiences. Listen to and retell stories. Identify story language Compare & comment upon different festivals using new vocabulary learnt. Follow simple instructions. Answer direct questions Know how to listen carefully and why listening is important. Explore new topic related vocabulary Explore & use new topic related vocabulary	Children: Describe events, adding detail in response to others. Ask questions to find out more and to check they understand what has been said to them. Use <i>I wonder why?</i> about stories Retell a story using story language Explore new topic related vocabulary Learn & recite rhymes, poems and songs. Explore & use new topic related vocabulary	Children: Articulate their ideas and thoughts into well-formed sentences I ask questions to find out more or clarify. Ask how and why questions. Learn and recite, poems and songs: Articulate a life cycle Listen to and engage in and talk about selected non-fiction Explore & use new topic related vocabulary	Children: Recount an event in order Learn and recite, poems and songs Listen to, engage in and talk about non-fiction Describe events in order and detail: pizza trip, Use past & present tense correctly Explore & use new topic related vocabulary	Children: Make connections between ideas using connectives. Talk about similarities and differences Talk about similarities and differences between things in the past and now, life cycles etc Talk about their experiences in detail, clarifying & responding to comments and questions as they go. Explore & use new topic related vocabulary

Prime Area
Personal Social Emotional Development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later on in life.

Self-Regulation ELG

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.
- *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.

Managing Self ELG

Children at the expected level of development will:

- *Be confident to try new activities and show independence, resilience and perseverance in the face of challenges.
- *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

Building Relationships ELG.

Children at the expected level of development will:

- *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.

All about me & people around me	Terrific tales & Festivals	Wintery weather	At the bottom of the garden	Wheels, Wings and Other Things!	Amazing animals
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During daily group time and continuous provision adults will focus on developing:

Greeting peers and familiar adults	Listening and responding to adults.
Co-operative play with other children and adults	Developing awareness of the feelings of others.
Accepting the needs of others	Waiting our turn & being patient
Identifying our own feelings	Managing & moderating our feeling and actions.
Standing up for ourselves	Developing a positive approach to new experiences
Making choices	Having a go and keep on trying in the face of challenge.
Manners and respect for ourselves, others, and our environment	

Children: Say what makes them special/who their special people are Say who can help them & when they need help. Name different feelings. Agree class rules Correct handwashing	Children: Talk about positive similarities/differences in families, homes, festivals & celebrations. Know that we are all different but all special.	Children: Know that people in different countries live differently, eat different food etc. Healthy foods, why we eat fruit & veg Celebrate important females in our families.	Children: Think about looking after our environment in school, in the village & further afield.	Children: Look at the achievements of famous people. Identify our achievements & future dreams	Children: Identify need of animals, water, food, love etc. Talk about how we look after animals in our care Celebrate important males in our lives.
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Key vocabulary:

Mother, father, parents, grandparents, firefighters, doctor, paramedic, nurse, librarian,
Angry, furious, mad, tired, exhausted, sad, unhappy, overexcited, irritable, settled, peaceful, calm.
“Stop I don't like that”, “Can I have a turn?”, “Can I play?”, “ Can you help me to...?”



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Prime Area Physical Development	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, malleable, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence in this area.					
	<u>Gross Motor Skills ELG.</u> Children at the expected level of development will: *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.			<u>Fine Motor Skills ELG.</u> Children at the expected level of development will: *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, paint brushes and cutlery. *Begin to show accuracy and care when drawing.		
	All about me & people around me	Terrific tales & Festivals	Wintery weather	At the bottom of the garden	Wheels, Wings and Other Things!	Amazing animals
	Fine motor ongoing throughout the year: Provide: threading, cutting, weaving, playdough & Dough Disco. Model & support correct pencil/scissor hold. Finger gym (changed regularly) to encourage fine motor & manipulation of small objects. Model correct letter formation in phonics/guided group work & during CP.					
	Fine motor: Hold pencil/paint brush beyond whole hand grasp Draw lines and circles using gross motor movements (in the air, with paint sticks, paint brushes) Show preference for dominant hand. Cutting along straight lines Explore drawing people Paint self portraits	Hold pencil with thumb & fingers grip Draw lines and circles using pens/pencils/paint brushes Cutting around objects using a circular line Explore drawing people, beging to include head body legs & arms. Paint/draw Santa, elves, bells etc	Hold pencil in effective grip Encourage children to draw freely. Cutting around simple objects (eg shapes) using the outline as a guide. Turn paper when cutting Paint/draw rainbows, weather symbols Draw People with more detail eg fingers, ears etc	Hold pencil effectively with comfortable grip Cut accurately along straight lines. Start to colour inside the lines of a picture Start to draw pictures with more detail eg fingers on hands Paint/draw flowers, tree rubbings	Develop pencil grip and letter formation continually Cut accurately along curved & straight lines. Use one hand consistently for fine motor tasks eg using tweezers, fixing Duplo etc Paint/draw vehicles with relevant details. Include backgrounds in pictures	Correct pencil hold Form all letters correctly Cut accurately around pictures eg people Build models with smaller linking blocks, such as Lego Draw/paint vehicles Include more detail in pictures eg in backgrounds.
	Gross motor ongoing throughout the year: Provide: Outdoor climbing area; ride-ons to develop balance, pushes and pulls; loose parts to create obstacle courses to develop balance, ; bats, balls & beanbags to develop throwing & catching; sacks to develop jumping;					
	Gross motor: Cooperation games i.e. parachute games. Climbing – outdoor equipment Different ways of moving in hall. Safe use of space eg Hall Moving fast/slow, high/low Provide regular reminders about thorough handwashing and enc independent toileting.	Ball skills- throwing and catching bean bags & large balls. Crates play- climbing. Skipping ropes in outside area. Different ways of moving in hall. Safe use of space eg Hall: changing direction, varying tempo eg: slow/slower, fast/faster,	Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking Dance / moving to music: developing rhythm in movement eg marching, skipping in time. Gymnastics/ Balance: on different parts of the body (floor work), on large apparatus eg benches.	Balance- children moving with confidence dance related activities Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle.	Obstacle activities children moving over, under, through and around equipment Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Dance / moving to music	Races / team games involving gross motor movements dance related activities Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in. Gymnastics/ Balance



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Specific Area Literacy	Reading	It is crucial for children to develop a life-long love of reading and writing. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)					
		Comprehension ELG Children at the expected level of development will: *Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. *Anticipate – where appropriate – key events in stories. *Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play					
		Word Reading ELG Children at the expected level of development will: *Say a sound for each letter in the alphabet and at least 10 digraphs (we believe those should be Phase 3 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.					
		All about me & people around me	Terrific tales & Festivals	Wintery weather	At the bottom of the garden	Wheels, Wings and Other Things!	Amazing animals
		Recap Phase 1 (2 weeks while completing baseline) ELS Phase 2: Term 1: Week 3: <i>s a t p</i> Week 4: <i>i n m d</i> . HRS words: <i>I the no</i> Week 5: <i>g o c k</i> . HRS words: <i>put of is</i> Week 6: <i>ck e u r</i> : HRS words: <i>to go into</i> Week 7: <i>ss</i> & assess & review week. HRS words: <i>pull</i> ELS Phase 3 Term 2: Week 1: <i>h b f/ff l/l</i> : HRS words: <i>as his</i> Week 2: <i>j v w x</i> : HRS words: <i>he she buses</i> Week 3: <i>y z/zz qu ch</i> : HRS words: <i>we be me</i> Week 4: <i>sh th ng nk</i> : HRS words: <i>push</i> Week 5: <i>ai ee igh oa</i> : HRS words: <i>was her</i> Week 6: <i>es</i> & review week Additional: teach letter names from term 2. Introduce capital letters from term 2 Checkpoint: Children should know 75% of phonemes learnt without prompts. Should know 100% with prompts. Children should orally blend by end of term 1. Children should blend phonemes to read a word independently by end of term 2.	ELS Phase 3 Term 3: Week 1: <i>Review week</i> . HRS words: <i>my you</i> Week 2: <i>Review week & oo (book)</i> . No HRS words Week 3: <i>ar ur oo (food) or</i> : HRS words: <i>they all are</i> Week 4: <i>ow oi ear air</i> : No HRS words Week 5: <i>ure er ow (snow)</i> HRS words: <i>ball tall</i> Week 6: <i>Assess & review</i> . HRS words: <i>when what</i> ELS Phase 3 Term 4: Week 1: <i>Review week</i> . HRS words: <i>said so have</i> Week 2: <i>Review week</i> . HRS words: <i>were out like</i> Week 3: <i>Review week</i> . HRS words: <i>some come there</i> Week 4: <i>Review week</i> . HRS words: <i>little one do</i> Week 5: <i>Review & assess week</i> . HRS words: <i>children love</i> Week 6: <i>Review week</i> . No HRS words: Checkpoint: Children should know 75% of phonemes learnt without prompts. Should know 100% with prompts.	ELS Phase 4 Term 5: Week 1: <i>CVCC –ed /ed</i> Week 2: <i>CCVC –ed /t</i> Week 3: <i>CCVCC –ed /d</i> Week 4: <i>CCCVC</i> Week 5: <i>Assess & review week</i> Week 6: <i>CCCVCC –er –est</i> ELS Phase 5 Term 6: Week 1: <i>ay ou ie ea le</i> . HRS words: <i>oh thier</i> Week 2: <i>oy ir ue aw</i> . HRS words: <i>people Mr Mrs</i> Week 3: <i>wh ph ew oe</i> . HRS words: <i>your ask should</i> Week 4: <i>au ey a-e e-e</i> . HRS words: <i>would could asked</i> Week 5: <i>Assess & review wk</i> HRS words: <i>house mouse water</i> Week 6: <i>1-e o-e u-e c (circle)</i> . HRS words: <i>want very</i> Checkpoint: Children should know 75% of phonemes learnt without prompts. Should know 100% with prompts			
Reading Whole class reading of books focusing on text direction and starting point in books. Online books to practise home books Home reading: ELS books, 1 book to read 4 times.	Reading Online books to practise phonemes. Paired reading of home books 1 x week Home reading: ELS books, 1 book to read 4 times.	Reading Online books to practise phonemes. Paired reading of home books 1 x week Home reading: ELS books, 1 book to read 4 times.					



Writing	<u>Writing ELG</u> Children at the expected level of development will: *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.		
	Letter formation Letter formation focus following ELS phonics programme (see above). Use ELS letter formation ditties. Adult led: Writing name using name card (then independently) through signing in daily. Writing initial sounds and cvc words in phonics. Use phonic knowledge to label characters/images in adult led writing, words leading to short captions. Use single sounds and the emergence of digraphs learnt in term 2 Guided writing, adults modelling the writing process using phonemes learnt, Hand strength: Dough disco, malleable, establish dominant hand, teach tripod grip Opportunities for writing in CIP. Role play: mark making, giving meaning to marks and labelling, shopping lists, messages, appointments etc Create a Message centre Retelling story & story scribing by adult (particularly traditional tales) Story boards esp traditional tales. Label pictures to go on the wall cvc words. Use <i>I the to go</i> and <i>no</i> in writing.	Letter formation Letter formation focus following ELS phonics programme (see above). Use ELS letter formation ditties. Adult led: Write a caption or short sentence using single sounds and the emergence of digraphs learnt in term 2 & 3. (Encourage a second sentence towards the end of term 4). Label characters/images in adult led writing with adult support but with increasing independence. Introduce finger spaces and full stop. Hand strength: Dough disco, malleable, establish dominant hand. Expect tripod grip Opportunities for writing in CIP. Role play: mark making, giving meaning to marks and labelling, shopping lists, messages, appointments etc Create independent story writing area. Introduce independent writing books. Labelling using cvc words and some digraphs as learnt. Retelling stories in writing area using sounds learnt, Instructions for porridge, Easter story. Use <i>he she me be we was</i> and <i>my</i> in writing. Begin to use an increasing number of HRS words in writing.	Letter formation Letter formation focus following ELS phonics programme (see above). Use ELS letter formation ditties. Adult led: Write a sentence using finger spaces and a full stop independently. Increase to at least 2 sentences. Enc stamina in writing. Introduce new genre: recipes, instructions, recount. Introduce uppercase letters. Using story language such as <i>once upon a time</i> etc Spell at least 6 tricky words correctly Correct pencil grip Ensure correct formation of all letters. Opportunities for writing in CIP. Create story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Labels and captions Character descriptions. Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces

Specific Area Maths	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently , develop a deep understanding of the numbers to 10 , the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives , including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics , look for patterns and relationships , spot connections , ‘have a go’ , talk to adults and peers about what they notice and not be afraid to make mistakes.										
	Number Children at the expected level of development will: *Have a deep understanding of number to 10, including the composition of each number; - Subitise (recognise quantities without counting) up to 5. *Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. Numerical Patterns. Children at the expected level of development will: *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.										
	All about me & people around me		Terrific tales & Festivals		Wintery weather		At the bottom of the garden		Wheels, Wings and Other Things!		Amazing animals
	Pupils will: • identify when a set can be subitised and when counting is needed. • subitise different arrangements, both unstructured and structured. • make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills • spot smaller numbers ‘hiding’ inside larger numbers connect amounts to finger patterns & explore ways of reping nos on fingers • hear & join in with counting sequence, connect this to ‘staircase’ pattern of counting numbers, seeing each number is made of 1 more than previous number • develop counting skills and knowledge, including: that the last number in the set tells us ‘how many’ (cardinality); for accurate counting each thing must be counted once & once only, and in any order; the need for 1:1 correspondence; understand that anything can be counted, including actions and sounds • compare sets of objects by matching • begin to develop the language of ‘whole’ when talking about objects which have parts			Mastering number: Pupils will: • continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals • begin to identify missing parts for numbers within 5 • explore the structure of the numbers 6 and 7 as ‘5 and a bit’ and connect this to finger patterns and the Hungarian number frame • focus on equal and unequal groups when comparing numbers understand that two equal groups can be called a ‘double’ and connect this to finger patterns • continue to develop their understanding of the counting sequence and link cardinality and ordinality through the ‘staircase’ pattern • order numbers and play track games • join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers			Mastering Number Pupils will: • continue to develop their counting skills, counting larger sets as well as counting actions and sounds • explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame • compare quantities and numbers, including sets of objects which have different attributes • continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2 • begin to generalise about ‘one more than’ and ‘one less than’ numbers within 10 begin to add and subtract groups of objects within 10 • identify amounts by subitising groups and combing them • develop conceptual subitising skills including when using a rekenrek				
WRM Measures shape & spatial thinking:	Just like me Compare size, mass and capacity. Exploring patterns	It’s me 123 Circles and triangles Positional language.	Light & dark Shapes with 4 sides Time	Alive in 5 compare mass Compare capacity	Growing 6 7 8 Compare length and height. Time	Building 9 & 10 3D shapes Spatial awareness Patterns	20 & beyond Numbers beyond 20 Counting patterns beyond 10 Match, rotate, manipulate	First then now Adding more Taking away Compose/ decompose shape	Find My Pattern Doubles, sharing & grouping, odds & evens. Visualise & build	On the move Deepening understandig Patterns & relationships. Mapping	

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

Past and Present. Children at the expected level of development will:

- 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.

People, Culture and Communities. Children at the expected level of development will:

- 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 – when appropriate – maps.

The Natural World Children at the expected level of development will:

- 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.

All about me & people around me	Terrific tales & Festivals	Wintery weather	At the bottom of the garden	Wheels, Wings & Other Things!	Amazing animals
Past & present: Identify how ch change, commenting on photos' display. PCC: Describe people who are familiar Respond to questions about their family; naming them and what relation they are. Talk about what they do with their family & places they have been Make comparisons between families. Identify & show an interest in different occupations and ways of life. Listen to & talk to visitors who help us Natural world (Developing Experts): The body Senses.	Past and present: Discuss characters from the past (Guy Fawkes). Spot differences from the past such as clothes, homes. (Peepo) Discuss past experiences of Xmas PCC: Recognise that people have different beliefs and celebrate special times in different ways. Natural world (DE): Materials: what are houses made of?	Past and present: PCC: Recognise that people have different beliefs and celebrate special times in different ways. Natural world (DE): Learn the seasons cycle. Weather tracking. Forest School intro, care for creatures & plant life in Winter/Spring. Clothes for seasons. Use of materials: waterproof, warm/cool clothes. Winter & Spring walk Observe changes in living things – the leaves, weather, seasons	Past and present: PCC: Visit local park discuss what we see & how we get there. Explore village, facilities etc. Natural world (DE): Recycle & consider how we can take care of our world. Explore changes in Summer. Build a 'Bug Hotel' Plant flowers/veg. Plant life cycles incl sunflower & dandelion life cycles Caring for plants, what they need to grow. Label parts of flowers/trees	Past and present: Discuss different modes of transport used now & then. Significant figures in space, begin to understand these events happened before they were born. PCC: Look at transport in different countries & make simple comparisons. Use the globe, atlases and the internet to find places. Use bee-bots on simple maps, encourage to use navigational language. Natural world (DE): Forces: Explore vehicles on different surfaces/from different heights Machines	Past and present: Some animals are extinct or at threat of extinction PCC: Explore the wider world through trips (eg All things wild), Google earth, books and clips. Natural world (DE): Group animals. Animal names & label parts. Animal life cycles inc chicks David Attenborough naturalist Nocturnal/diurnal animals Environs & habitats (FS)
Key vocabulary Baby, toddler, child, adult. Grow, change, taller. Mother Father, grandparents, aunt, uncle, sister, brother DE Rocket words: arm, leg, nose, mouth, eye, ear, foot hand. Sight, taste, touch, sound, hear, trumpet, noise, eye.	Catholic, protestant, gunpowder, celebrate. Mangle, coal shed, feather duster, pram. DE Rocket words: melt, wood, mirror, jumper, cold, freeze, ice, smooth.	Lunar new year, lion dancing, dragon dancing, DE Rocket words: Winter, Summer, Spring, Autumn, rain, snow, wind, thunder.	Road, path, pedestrian, house, flat, bungalow, road signs, shop, library, community. DE Rocket words: Plant, seed, soil, water, stem, root, sunlight, garden (petal).	Biplane, chariot, stagecoach, steam train, go-kart, tram. World map, atlas. DE Rocket words: push, pull, fast, slow, sink, float, press, suck. Horse, bus, car, plane, train, wheel, toy, hammer.	Dinosaur, dodo, extinct continents, country names. Mammal, reptile, insect, amphibian. DE Rocket words: bird, cow, sheep, goat, chicken, pig, farm, bear.



Stonesfield Primary School
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R.E Statutory guidance	Harvest/ Who is special to us? <i>Why do we celebrate it? How do we celebrate it?</i> <i>Who 's in our family/looks after us? Why are they special?</i>	Festival of Christmas Hanukkah & Diwali <i>Who celebrates the festivals?</i> <i>How do they celebrate each festival?</i>	Lunar N Y/ Stories about Jesus <i>What can I learn from stories from religious stories? Morals from stories.</i>	How am I special? <i>How am I different? The same?</i> <i>what am I good at?</i> Easter <i>What is the easter story.</i>	How do we care for our school/village/world? <i>Why do other people have different beliefs and traditions?</i>	How do we care for our school/village/world? <i>How can we take care of our world?</i> <i>How can we make it a better place?</i>
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Specific Area Expressive Arts and Design	The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.					
	<u>Creating with Materials.</u> Children at the expected level of development will: 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> Children at the expected level of development will: 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.		
	All about me & people around me	Terrific tales & Festivals	Wintery weather	At the bottom of the garden	Wheels, Wings and Other Things!	Amazing animals
	Children: Join in with songs eg Heads shoulders.. Use colour appropriately Beginning to mix colours Join in with role play games Use resources available for props Build models using construction equipment. Paint self-portraits Draw/paint their family Junk model Focus on joining Explore sounds and how they can be changed, tapping out of simple rhythms.	Children: Use different textures and materials to make houses for the three little pigs Make firework pictures. Draw people with bodies Christmas decorations & cards. Divas. Sing Christmas songs Listen to Christmas poems Use story maps, props, puppets & story bags to retell, invent and adapt stories. Listen to music from India and make their own dances in response. Role Play Party's & Celebrations Role Play & small world: Nativity	Children: Depict changes in trees across the seasons. Collage with different materials Use & make shadow puppets, Listen to Chinese music and create own Make lanterns, lucky purses etc Exploration of other countries – dressing up in different costumes Explore Chinese writing Write name in Chinese? Explore different techniques for joining materials, such as how to use adhesive tape and different sorts of glue	Children: Create pictorial life cycles of plants. Look at The Sunflowers Van Gogh Dandelion fork pictures Leaf rubbings Pastel picture of flowers. Pressing flowers Flower fairies small world	Children Make paper airplanes/hot air balloons/ parachutes Painting with tyres. Junk modelling: cars, bridges boats Construction: adding wheels How to make wheels that go round when modelling Retelling familiar stories using small world eg Mr Gumpy Creating space pictures Design and make rockets. Design and make objects they may need in space, thinking about form and function. Space small world	Children: Study Rousseau's Tiger & animal prints How to... draw animals Design homes for hibernating animals. Collage owls Create symmetrical butterflies Be encouraged to select the tools and techniques they need to assemble materials that they are using e.g creating animal masks. Small world based around animals Make puppets
Key vocabulary	Red, blue, yellow, orange, purple green, brown. Head, body, legs arms, hair, eyes, nose, mouth. Puppet theatre, names or construction kits. Masking tape, Sellotape, glue stick. PVA	Wood, straw, bricks. Splatter, roll, dab, print Clay, mould, roll, coil pot. Rangoli, Ramanyana dance. Performance, nativity, props, costume.	Shadow, dark. China, Vietnam, India. Split pin, holepunch. Attach, stretch, staple.	Shade, hard soft, observation. wax crayon, pastel. Artist, Van Gogh	Instructions, structure, load. Arch, axle, wheels	Artist, Rousseau, animal print, camouflage. Feather, wing, beak. Symmetry, symmetrical, pattern. Elastic, felt, thread, needle



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Impact:

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

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

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