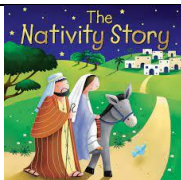
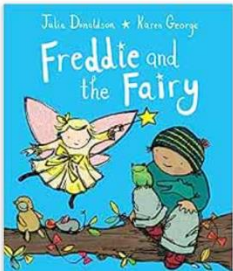










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Term	Autumn 1 	Autumn 2 	Spring 1 	Spring 2 	Summer 1 	Summer 2 
Over Arching Principles	<p>Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p>Positive Relationships: Children flourish with warm, strong and positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum.</p> <p>Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p>Learning and Development: Children develop and learn at different rates. We must be aware of children who need greater support than others.</p> <p>At All Saints Primary School and Nursery, we understand that play is an integral part of learning and this is at the heart of our early year's 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 has to play in providing firm foundations upon which the rest of a child's education is successfully based.</p>					
Theme NB: These themes may be adapted at various points to allow for children's interests to flow through the provision	What can you find in The Three Bear's Cottage? 	How do you Celebrate?  	Where will my Rocket take me?  	What's on my Plate?  	Which came first the Dinosaur or the Egg?  	Do you like to be beside the Seaside?  

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Diversity						
Parental Involvement	Harvest Festival	Nativity Bed Time Stories	Reading/Phonics Workshop	Easter Parade	May Day Celebrations	Sports Day Picnic Induction
Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain, valuing our community and celebrating the diversity of the UK. These are not exclusive to being British and are shared by other democratic countries.						
British Values	Rule of Law	Mutual Tolerance	Individual Liberty	Democracy	Mutual Respect	
	We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a	Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith.	We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.	We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.	We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned, respected, and celebrated.	

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	team when it is necessary.						
Characteristics of Effective Learning	<p>Playing and Exploring - During this topic the children will be encouraged to play and explore using knowledge they already have and supported to develop a 'have a go' attitude at school.</p> <p>Active learning - The children will be provided with daily activities that allow them to be active and involved in their learning. The activities will help develop concentration and attention.</p> <p>Creating and thinking Critically - Our continuous provision will strongly encourage the children to explore their own ideas and to tackle a task how they feel best suit.</p> <p>We have an animal for each learning behaviour. These are:</p>						
Creative Chameleon		Persevering Parrot		Go for It Gorillas		Proud Peacock	
Slinky Linky Snake		I know Rhino		Exploring Elephants		Choosing Chimps	
Examples of Characteristics of Learning	<p>Realise that their actions have an effect on the world, so they want to keep repeating them.</p> <p>Plan and think ahead about how they will explore or play with objects.</p> <p>Participate in routines, such as going to their cot or</p>	<p>Guide their own thinking and actions by referring to visual aids or by talking to themselves while playing.</p> <p>Make independent choices.</p> <p>Begin to predict sequences because they know routines. For example, they may</p>	<p>Begin to correct their mistakes themselves.</p> <p>Sort materials.</p> <p>Know more, so feel confident about coming up with their own ideas.</p> <p>Concentrate on achieving something that's important to them. They are</p>	<p>Bring their own interests and fascinations into early years settings. This helps them to develop their learning.</p> <p>Solve real problems:</p> <p>Make more links between those ideas.</p>	<p>Respond to new experiences that you bring to their attention.</p> <p>Review their progress as they try to achieve a goal. Check how well they are doing.</p>	<p>Show goal-directed behaviour.</p> <p>Keep on trying when things are difficult.</p> <p>Use pretend play to think beyond the 'here and now' and to understand another perspective.</p>	



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	<p>mat when they want to sleep.</p> <p>Take part in simple pretend play.</p>	<p>anticipate lunch when they see the table being set, or get their coat when the door to the outdoor area opens.</p>	<p>increasingly able to control their attention and ignore distractions.</p>			
Key Text	Goldilocks and The Three Bears	The Jolly Christmas Postman	How to Catch a Star The Way Back Home	The Runaway Pizza The Disgusting Sandwich	Crunch Munch Dinosaur Lunch	Commotion in the Ocean Somebody Swallowed Stanley
Nursery Rhymes and Traditional Tales	<p>Goldilocks and the Three Bears (Alternative)</p> <p>Hansel and Gretel</p>	The Jolly Postman	<p>Mr Wolf's Pancakes</p> <p>The Runaway Pizza</p>	<p>The Ugly Duckling</p> <p>Chicken Licken</p>	The Boy who cried Wolf	Alternative Jack and the Beanstalk
Trips and Experiences	Woodland walks	<p>Walk to the Post Office</p> <p>Walk to Church</p> <p>Nativity</p>	Exploring the local area	Trip to the Corner House to make pizzas.	Anthony James model making	Beach Day in school/ice cream van to visit.
Special Times	<p>First day of school</p> <p>Black History Month</p> <p>Harvest Festival</p>	<p>Diwali</p> <p>Christmas/Nativity</p> <p>Hanukkah</p> <p>Bonfire Night</p> <p>Remembrance Day</p>	<p>Shrove Tuesday</p> <p>Lunar New Year</p> <p>Holi Festival</p>	<p>Easter</p> <p>Mother's Day</p> <p>World Book Day</p> <p>Science Week</p> <p>Real caterpillars in class!</p>	<p>Ramadan</p> <p>May Day</p>	<p>Eid</p> <p>Father's Day</p>
Prime Areas of Learning						
Communication and Language	Autumn Term		Spring Term		Summer Term	
	Pupils can:		Pupils can:		Pupils can:	





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<p>Listening, Attention and Understanding</p> <p>Speaking</p>	<ul style="list-style-type: none"> • Use new vocabulary that they have heard • Can use talk to describe and explain what they are doing • Can focus their attention for short periods • Can use new vocabulary in a different context • Can use talk to describe and explain what they are doing • Can link sentences to my talk using 'and' • Can talk about something that has already happened and something that is going to happen. 		<ul style="list-style-type: none"> • Can use a range of questions including how and why • Can give more detailed answers to questions • Can take turns in a conversation in a small group • Can focus my attention for short periods. • Can use talk to express my ideas • Can apply new vocabulary to a range of different contexts • Can use tenses with some support • Can use sentences in my talk that include different adjectives and adverbs. 		<ul style="list-style-type: none"> • Can retell a story I have heard in sequence • Can make comments and ask questions to improve my understanding • Can hold a conversation with different people • Can focus my attention for short periods • Can use tenses and conjunctions with some support • Can participate in simple discussions • Can express feelings, opinions and ideas • Can use a wide range of vocabulary to talk about a range of subjects • Can use talk to express my ideas and my thinking • Can give reasons for my answers • Can use full sentences to express my ideas. 	
<p>Physical Development</p>	<p>Dance</p>	<p>Body Management</p>	<p>Speed Agility and Travel Units</p>	<p>Healthy Eating</p>	<p>Manipulation and Coordination</p> <p>Sports Day</p>	<p>Cooperate and Solve Problems</p>
<p>Personal, Social and Emotional Development</p>	<p>My SCARF: Keeping Safe</p> <p>Protective Behaviours</p> <p>Water and Road Safety</p>	<p>My SCARF: Me and My Relationships</p>	<p>My SCARF: Growing and Changing</p>	<p>My SCARF Valuing Difference</p>	<p>My SCARF: Rights and Respect</p>	<p>My SCARF: Being my Best and Transition</p>
<p>Online Safety/ Computing</p>	<p>Online Safety</p>	<p>Computing Systems and Networks 1: Using a Computer</p>	<p>Programming 1: All about Instructions</p>	<p>Computing Systems and Networks 2: Exploring Hardware</p>	<p>Programming 2: Programming Bee-Bots</p>	<p>Data Handling: Introduction to Data</p>

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<p>Online Safety taught throughout the year.</p> <p>Able to follow the SMART rules at School.</p> <p>Texts: Digi Duck and Smartie the Penguin</p> <p>Use the OSBOX resources.</p> <p>Logging onto Computers.</p>						
<p>Religious Education</p>	<p>Our RE Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships. They will begin to understand and value the differences of individuals and groups within their own community. Children will have opportunity to develop their emerging moral and cultural awareness.</p>					
	<p>F1 Why is the word 'God' so important to Christians? UC GOD/CREATION</p> 	<p>F2 Why do Christians perform nativity plays at Christmas? UC INCARNATION</p> 	<p>F2 Who are the people in sacred stories and why might they be still important today? Theo/HSS</p>	<p>F3 Why do Christians put a cross in an Easter garden? UC SALVATION</p> 	<p>F3 How do people know how to treat each other? Theo/HSS/Phil</p>	<p>F1 How can people show they belong together? Theo/HSS</p> <div data-bbox="1895 1265 2092 1458" style="border: 1px solid black; padding: 5px;"> <p>Belonging and believing</p>  </div>

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			<p>Wisdom and guidance</p> 		<p>Personal responsibility</p> 	
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Specific Areas of Learning

Literacy- Writing	Autumn Term	Spring Term	Summer Term
	<p>Pupils will:</p> <ul style="list-style-type: none"> • Can hold pencil correctly • Can write my own name with recognisable letters and without a model • Can some letters with some support • Can write some sounds in sequence. 	<p>Pupils will:</p> <ul style="list-style-type: none"> • Can form some letters correctly • Can write their name without support with letters correctly formed • Can spell a range of phonetically plausible words • Can write simple phrases and short sentences with support. 	<p>Pupils will:</p> <ul style="list-style-type: none"> • Can form most letters correctly • Can write simple phrases and sentences that can be read by others • Can write and spell regular and irregular words • Forms letters correctly including lower and upper case • Can use capital letters, fingers spaces and full stops correctly • Can write for different purposes: <ul style="list-style-type: none"> -Sentences -Stories -Lists -Labels -Wanted Posters -Fact Files -Postcards -Poems -Letters



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				-Cards.	
Literacy- Word Reading/Phonics	<p>Level 2</p> <p>s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, l, ff, ll, ss, 's' saying /z/ and Level 2 revision.</p> <p>Letter sounds and letter names.</p> <p>Lower case and upper case letters.</p> <p>Initial Sounds.</p> <p>Oral Segmenting and Blending.</p> <p>Starting to read left to right.</p> <p>Reading and Writing CVC Words.</p> <p>High Frequency Words.</p> <p>Tricky Words:</p> <p>To, the, no, go and I.</p>	<p>Level 3</p> <p>j, v, w, x, y, z, zz, qu, ch, sh, th, th, ng, ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, ure, er and Level 3 revision.</p> <p>Recap of sounds and letter names.</p> <p>Lower case and upper case letters.</p> <p>Oral Segmenting and Blending.</p> <p>Spotting digraphs/trigraphs in words.</p> <p>Applying these skills to reading and writing simple words and captions.</p> <p>Trigraphs and Consonant Digraphs.</p> <p>Letter Sounds and Vowel Digraphs.</p>	<p>Level 4</p> <p>CVCC Words. CCVC Words. Adjacent Consonants. Polysyllabic Words. Three-Letter Adjacent Consonants.</p> <p>Lower case and upper case letters.</p> <p>Oral Segmenting and Blending.</p> <p>Applying these skills to reading and writing words, captions and sentences.</p> <p>High Frequency Words.</p> <p>Tricky Words:</p> <p>Said, so, have, like, come, some, were, there, little, one, do, when, out and what.</p> <p>Revision of all Tricky Words taught so far.</p>	<p>Level 5</p> <p>Alternate Level 3 Sounds.</p> <p>Preparation for Year 1.</p> <p>Reading Common Exception Words and Spelling them.</p> <p>Spelling Rules.</p> <p>Fluency with reading and writing.</p>	



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		<p>High Frequency Words.</p> <p>Tricky Words:</p> <p>He, she, we, me, be, was, my, you, they, here, all and are.</p> <p>Revision of Level 2 Tricky Words.</p> <p>Recap of Level 3 Tricky Words.</p> <p>Spelling Tricky Words.</p>		
<p>Literacy- Comprehension</p>	<p>Autumn Term</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • Talk about some events in a story or rhyme they have heard • Can use some words they have heard in a story when I talk about it e.g. once upon a time • Can remember what happened in a story • Reads print in the environment 	<p>Spring Term</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • Can describe the key events in a story that they have heard in the sequence • Can answer questions about a story they have heard • Can use story vocabulary in their talk and writing • Identifies rhyme • Enjoys a range of books • Can understand story sequencing • Can refer to characters and acts them out in role plays • Re-reads books for confidence matched to Phonics ability • Writes words and captions 	<p>Summer Term</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • Can retell a story that I have heard using my own words • Can predict what might happen in a story • Can use vocabulary from books, rhymes and poems in their talk and writing • Can write sentences and read them back. 	



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	<ul style="list-style-type: none"> • Reading from top to bottom and left to right Has a favourite story • Can label key features of a book. 	<ul style="list-style-type: none"> • Understands fiction and non-fiction. 	
<p>Mathematics</p> <p>Shape, Space and Measure will be taught through White Rose throughout the year.</p> <p>Mastering Number</p> <p>Number Formation taught weekly.</p>	<p style="text-align: center;">Autumn Term</p> <p>Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • Identify when a set can be subitised and when counting is needed • subitise different arrangements, both unstructured and structured, including using the Hungarian number frame • Make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills 	<p style="text-align: center;">Spring Term</p> <p>Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • 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 	<p style="text-align: center;">Summer Term</p> <p>Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • 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

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	<ul style="list-style-type: none"> Spot smaller numbers 'hiding' inside larger numbers connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers Hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number Develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding 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. 		<ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Sort odd and even numbers according to their 'shape' 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. 		<ul style="list-style-type: none"> 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 Continue to identify when sets can be subitised and when counting is necessary Develop conceptual subitising skills including when using a rekenrek. 		
Expressive Art and Design	Making Marks and Patterns Food Technology- making porridge.	Sculptures, Texture and Pattern Food Tasting/Food from different cultures.	Drawing Food Technology- Making pancakes.	Collage Food Technology- Making pizzas/sandwiches.	Model Making/3D Food Technology- Making dinosaur shaped biscuits.	Painting and Colour Food Technology- making ice cream/ice pops.	
	Design	Technical Knowledge	Make	Evaluate	Materials and Textiles	Make	
Focus Artist	Focus Artist: Walter Mason		Focus Artist: Wassily Kandinsky		Focus Artist: Giles Ward Local artist- Anthony James		



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Kapow Music	Celebration music: Diwali Music Hanukkah Music Kwanzaa Music	Christmas Music: Nativity Songs	Exploring Sound: Vocal Sounds Body Sounds Instrumental Sounds Environmental Sounds Nature Sounds	Music and movement: Action Songs Finding the Beat Exploring Tempo Exploring Tempo and Pitch Music and Movement	Musical Stories: Moving to Music Instruments to represent characters Storytelling with actions Using Instruments to represent actions Musical Story Composition Musical Story Performance	Big Band: What makes an instrument? Introduction to orchestra Follow the beat Tuned and untuned instruments Big band performance
Understanding the World	Exploring the World Around Us	Exploring the World Around Us	Map Skills	Environments and Field Work	Similarities and Differences	Similarities and Differences
	Changes within Living Memory	Family Tree	Similarity and Difference	Past and Present	Historical Enquiry	The Lives of Significant Individuals from the Past
	Senses	Seasonal Changes	Similarities and Differences	Animals and Living Things	Environments	Working Scientifically