

EYFS Curriculum Intent

At Lower Park School we intend the EYFS Curriculum to be fun, engaging and child led. We have a broad outline of what we wish to deliver, however, we also leave room for the exploration of the children ideas they wish to pursue in the topics, encouraging and enabling child led learning. Reading is at the heart of our curriculum, with books at the heart of learning, guided reading sessions, daily reading and systematic phonics, following the Read Write Inc approach. We make sure that reading, writing and mathematics in our Reception classes are given sufficient direct teaching time every day, with frequent opportunities for children to practise and consolidate their growing knowledge.

At Lower Park we make language a priority, embedding spoken language, vocabulary development and listening comprehension into all aspects of the children's work. We teach reading in a systematic and structured way, building up children's phonic knowledge and skills explicitly and we also provide regular story times where children can be taught to understand what they have heard.

We teach writing composition by building on children's spoken language and their comprehension of stories as well as teaching spelling and handwriting directly. In Mathematics we deepen children's understanding of core mathematical concepts rather than moving them on too quickly to formal calculations and written algorithms. We give children opportunities to secure personal, social and emotional readiness to learn, including resilience, perseverance, concentration, the ability to listen, to take turns and to cooperate. We also promote independent learning and exploration through play in continuous and enhanced provision.

Our intent is also underpinned by the whole school intent statement and the Lower Park Values of Active, Brave, Creative, Curious, Respect and Responsible.

Together we achieve the extraordinary

	Cycle 1			Cycle 2		
	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>
Key Stage 1	<u>Escape to the Capital</u>	<u>Weird and Wonderful Creatures</u>	<u>The Great Outdoors</u>	<u>Wonderful Me</u>	<u>Farm to Fork</u>	<u>We are Explorers</u>
EYFS	<u>Paddington and Friends</u>	<u>All Creatures Great and Small!</u>	<u>Super Heroes</u>	<u>My Favourite Things</u>	<u>Down on the Farm</u>	<u>Are we nearly there yet?</u>
C&L *Listening, Attention and Understanding *Speaking	<i>Throughout the year children will:</i> <ul style="list-style-type: none"> Learn to speak with confidence during circle/carpet times Learn to listen and respond appropriately with relevant comments, questions or actions Use appropriate story language to re-enact/re-tell simple and familiar stories Learn new vocabulary relating to topics 			<i>Throughout the year children will:</i> <ul style="list-style-type: none"> Learn to speak with confidence during circle/carpet times Learn to listen and respond appropriately with relevant comments, questions or actions Use appropriate story language to re-enact/re-tell simple and familiar stories Learn new vocabulary relating to topics 		
PD *Gross motor skills *Fine motor skills	<p>This term the children will learn the fundamentals of games. The children will develop their fundamental movement skills through the topic of 'all about me'. Fundamental skills will include balancing, running, changing direction, jumping, hopping and travelling. Children will develop gross motor skills through a range of activities. They will learn how to stay safe using space, working independently and with a partner. In a further fundamentals unit children will develop their movement skills through the topic of</p>	<p>In their first dance unit the children will develop their expressive movement through the topic of 'everyday life'. Children explore space and how to use space safely. They explore travelling movements, shapes and balances. Children choose their own actions in response to a stimulus. They are given the opportunity to copy, repeat and remember actions. They are introduced to counting to help them keep in time with the music. They perform to others and</p>	<p>In their second dance unit the children will develop their expressive movement through the topic of 'places'. Children explore space and how to use space safely. They explore traveling actions, shapes and balances. Children choose their own actions in response to a stimulus. They also are given the opportunity to copy, repeat and remember actions. They continue to use counting to help them keep in time with the music. They explore dance through the world</p>	<p>This term the children will learn the fundamentals of games. The children will develop their fundamental movement skills through the topic of 'all about me'. Fundamental skills will include balancing, running, changing direction, jumping, hopping and travelling. Children will develop gross motor skills through a range of activities. They will learn how to stay safe using space, working independently and with a partner. In a further fundamentals unit children will develop</p>	<p>In their first dance unit the children will develop their expressive movement through the topic of 'everyday life'. Children explore space and how to use space safely. They explore travelling movements, shapes and balances. Children choose their own actions in response to a stimulus. They are given the opportunity to copy, repeat and remember actions. They are introduced to counting to help them keep in time with the music. They perform to others and begin to provide simple feedback.</p>	<p>In their second dance unit the children will develop their expressive movement through the topic of 'places'. Children explore space and how to use space safely. They explore traveling actions, shapes and balances. Children choose their own actions in response to a stimulus. They also are given the opportunity to copy, repeat and remember actions. They continue to use counting to help them keep in time with the music. They explore dance through the world around them. They perform to others and begin to provide simple feedback.</p>

	<p>'places and spaces'. Children will develop skills of balancing, running, hopping, jumping, travelling and changing direction. Children will develop fine and gross motor skills, through handling equipment. They will learn how to stay safe using space. They work independently and with a partner to complete tasks.</p> <p>The children will also take part in two introduction to PE units. In the first unit, children will be introduced to Physical Education and structured movement through the topic of 'fantasy and adventure'. They will spend time learning basic principles of a PE lesson such as finding space, freezing on command, using and sharing equipment and working individually, with a partner and group. They will take part in activities, which will develop fundamental movement skills such as running, jumping, skipping. In the second unit children will be introduced to Physical Education and structured movement through the topic of 'everyday life'. They will spend time learning basic principles of a PE lesson such as safely using space, stopping safely, using and sharing equipment and working individually, with a partner and group. They will take part in activities which</p>	<p>begin to provide simple feedback.</p> <p>In their ball skills unit the children will develop their ball skills through the topic of 'minibeasts'. Children will develop fundamental ball skills such as rolling and receiving a ball, throwing to a target, bouncing and catching, dribbling with feet and kicking a ball. Children will be able to develop their fine and gross motor skills through a range of game play using a variety of equipment. Children will be given opportunities to work independently and with a partner.</p> <p>In their gymnastics unit the children will develop their basic gymnastic skills through the topic of 'animals and their habitats'. Children explore basic movements, creating shapes, balances, and jumps and begin to develop rocking and rolling. They show an awareness of space and how to use it safely and perform basic skills on both floor and apparatus. They copy, create, remember and repeat short sequences. They begin to understand using levels and directions when traveling and balancing.</p> <p>In their first games unit the children will develop their</p>	<p>around them. They perform to others and begin to provide simple feedback.</p> <p>In their second ball skills unit the children will develop their ball skills through the topic of 'weather'. Children will develop fundamental ball skills such as throwing and catching, rolling a ball, using targets, dribbling with feet, kicking a ball, bouncing and catching a ball. Children will be able to develop their fine and gross motor skills through a range of game play with balls. Children will work independently and with a partner and will develop decision making and using simple tactics.</p> <p>In their second gymnastics unit the children will develop their basic gymnastic skills through the topic of 'traditional tales', to include 'Jack and the Beanstalk' and 'Goldilocks and the Three Bears'. Children explore basic movements, creating shapes and balances, jumps and rolls. They begin to develop an awareness of space and how to use it safely. They perform basic skills on both floor and apparatus. They copy, create, remember and repeat short sequences. They begin to understand using levels and directions when travelling and balancing.</p>	<p>their movement skills through the topic of 'places and spaces'. Children will develop skills of balancing, running, hopping, jumping, travelling and changing direction. Children will develop fine and gross motor skills, through handling equipment. They will learn how to stay safe using space. They work independently and with a partner to complete tasks. The children will also take part in two introduction to PE units. In the first unit, children will be introduced to Physical Education and structured movement through the topic of 'fantasy and adventure'. They will spend time learning basic principles of a PE lesson such as finding space, freezing on command, using and sharing equipment and working individually, with a partner and group. They will take part in activities, which will develop fundamental movement skills such as running, jumping, skipping.</p> <p>In the second unit children will be introduced to Physical Education and structured movement through the topic of 'everyday life'. They will spend time learning basic principles of a PE</p>	<p>In their ball skills unit the children will develop their ball skills through the topic of 'minibeasts'. Children will develop fundamental ball skills such as rolling and receiving a ball, throwing to a target, bouncing and catching, dribbling with feet and kicking a ball. Children will be able to develop their fine and gross motor skills through a range of game play using a variety of equipment. Children will be given opportunities to work independently and with a partner.</p> <p>In their gymnastics unit the children will develop their basic gymnastic skills through the topic of 'animals and their habitats'. Children explore basic movements, creating shapes, balances, and jumps and begin to develop rocking and rolling. They show an awareness of space and how to use it safely and perform basic skills on both floor and apparatus. They copy, create, remember and repeat short sequences. They begin to understand using levels and directions when traveling and balancing.</p> <p>In their first games unit the children will develop their understanding of playing games through the topic of 'transport'. Children will practise and further develop</p>	<p>In their second ball skills unit the children will develop their ball skills through the topic of 'weather'. Children will develop fundamental ball skills such as throwing and catching, rolling a ball, using targets, dribbling with feet, kicking a ball, bouncing and catching a ball. Children will be able to develop their fine and gross motor skills through a range of game play with balls. Children will work independently and with a partner and will develop decision making and using simple tactics.</p> <p>In their second gymnastics unit the children will develop their basic gymnastic skills through the topic of 'traditional tales', to include 'Jack and the Beanstalk' and 'Goldilocks and the Three Bears'. Children explore basic movements, creating shapes and balances, jumps and rolls. They begin to develop an awareness of space and how to use it safely. They perform basic skills on both floor and apparatus. They copy, create, remember and repeat short sequences.</p> <p>They begin to understand using levels and directions when travelling and balancing.</p> <p>In the second games unit the children will practise and further develop their fundamental movement skills through the topic of 'around the world'. Children will learn and develop these skills by playing a variety of games. They will also start to understand how to work as a</p>
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	will develop fundamental movement skills such as running, jumping and skipping. Children will also play simple games and begin to understand and use rules.	understanding of playing games through the topic of 'transport'. Children will practise and further develop fundamental movement skills through games. They will also learn how to score and play by the rules, how to work with a partner and begin to understand what a team is, as well as learning how to behave when winning and losing.	In the second games unit the children will practise and further develop their fundamental movement skills through the topic of 'around the world'. Children will learn and develop these skills by playing a variety of games. They will also start to understand how to work as a team, take turns, keep the score, play against an opponent and play by the rules.	lesson such as safely using space, stopping safely, using and sharing equipment and working individually, with a partner and group. They will take part in activities which will develop fundamental movement skills such as running, jumping and skipping. Children will also play simple games and begin to understand and use rules.	fundamental movement skills through games. They will also learn how to score and play by the rules, how to work with a partner and begin to understand what a team is, as well as learning how to behave when winning and losing.	team, take turns, keep the score, play against an opponent and play by the rules.
PSED *Self-regulation * Managing self * Building relationships	Using the SEAL resources the children will learn strategies to help them with new beginnings and starting school ,they will be supported in learning the classroom routines and rules and making friendships using our helpful hedgehog Humphrey! The children will have a talk from the NSPCC to help them understand how to speak out and stay safe, should they feel they need support. They will be taught the Childline number. Through Anti bullying week the children will learn how to manage a situation when they feel bullied. They will also have circle times to help them to deal will times when they feel angry or frustrated, for example if someone has taken their toy. They will have a talk from the PCSO about bonfire night safety and anti-bullying. This	The children will continue to learn about the importance of a healthy diet and the importance of exercise by taking part in PE sessions, the daily mile and classroom activity boosters. As the term progresses the children will be supported to gain confidence, self-awareness and awareness of others feelings. This will be done through circle times as well as through their Busy Bee books. Children will have opportunities to talk about their hobbies and activities outside of school in the Busy Bee sessions. The children will be supported in their play to take turns using board games and games set up and led by the EYFS staff. They will learn about the importance of loving themselves and knowing what they are good at. They	Throughout this term the children will consolidate their prior learning and reflect on how far they have come from the start of their Reception year. They will consider and discuss in circle times, how they feel about next year and their transition into their new classes. They will talk about safety outside of school and how to keep safe during the summer holidays, and begin to understand about stranger danger. They will learn about building and maintaining good relationships through the SEAL relationships activities.	Using the SEAL resources the children will learn strategies to help them with new beginnings and starting school ,they will be supported in learning the classroom routines and rules and making friendships using our helpful hedgehog Humphrey! The children will have a talk from the NSPCC to help them understand how to speak out and stay safe, should they feel they need support. They will be taught the Childline number. Through Anti bullying week the children will learn how to manage a situation when they feel bullied. They will also have circle times to help them to deal will times when they feel angry or frustrated, for example if someone has taken their toy.	The children will continue to learn about the importance of a healthy diet and the importance of exercise by taking part in PE sessions, the daily mile and classroom activity boosters. As the term progresses the children will be supported to gain confidence, self-awareness and awareness of others feelings. This will be done through circle times as well as through their Busy Bee books. Children will have opportunities to talk about their hobbies and activities outside of school in the Busy Bee sessions. The children will be supported in their play to take turns using board games and games set up and led by the EYFS staff. They will learn about the importance of loving themselves and knowing what they are good at. They will consider how to	The children will be introduced to numerous texts themed around people who help us and the emergency services as well as journey themed books. Throughout this term the children will consolidate their prior learning and reflect on how far they have come from the start of their Reception year. They will consider and discuss in circle times, how they feel about next year and their transition into their new classes. They will talk about safety outside of school and how to keep safe during the summer holidays, and begin to understand about stranger danger. They will learn about building and maintaining good relationship through the SEAL relationships activities.

	will be followed up in class to consolidate their understanding.	will consider how to relax and be mindful through Happy Kids Yoga. The children will learn to name different feelings and emotions by looking at facial expressions and body language.		They will have a talk from the PCSO about bonfire night safety and anti-bullying. This will be followed up in class to consolidate their understanding.	relax and be mindful through My Happy Mind. The children will learn to name different feelings and emotions by looking at facial expressions and body language.	
<p>LITERACY</p> <p>*Comprehension</p> <p>*Word reading</p> <p>*Writing</p>	<p>In Autumn 1 the children will learn through the story 'Peace at Last' by Jill Murphy. They will also look at stories about Paddington bear. The children will use story images to join in with key events and phrases in a retelling of the story. Some may choose to draw or mark make some of the story. They will also begin to orally retell stories.</p> <p>In oracy, communication and language the children will know rhymes and use a wider range of vocabulary. The children will add some marks to their drawings, which they give meaning to e.g. "That says mummy" and enjoy drawing freely.</p> <p>They will use some of their print and letter knowledge in their early writing. Their learning will include recognising their own name and beginning to write it. In reading they will begin to understand the five key concepts about print:</p> <ul style="list-style-type: none"> - print has meaning - print can have different purposes 	<p>In Spring 1 the children will learn through the story 'I'm going to eat this ant' by Chris Naylor-Ballesteros. They will focus on labels and nonfiction and begin to write labels and captions. They will draw their favourite animal and say or draw some additional information such as what the animals eats. Through oracy, communication and language they will develop their repertoire of rhymes and use a wider range of vocabulary. They will engage in story times, understanding how to listen carefully and why listening is important. They will also engage in non-fiction books. In reading the children will continue to understand the five key concepts about print that:</p> <ul style="list-style-type: none"> - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a 	<p>In Summer 1 the children will learn from the story 'Supertato' by Sue Hendra. They will sequence images depicting key events in the story and use the images to retell the basic storyline. They will attempt to rewrite the story in their own words. Through oracy, communication and language they will use new vocabulary they encounter through stories throughout the day, articulate their ideas and thoughts in well-formed sentences, describe events in some detail, listen to and talk about stories to build familiarity and understanding and listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. In reading the children will read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, exception words and read more common exception words matched to</p>	<p>In Autumn 1 the children will develop their literacy skills through the text 'The Whale Who Wanted More' by Rachel Bright and Jim Field. A narrative story based around friendships. They will be able to draw, paint and make a fish individually or in a small group and be able to contribute orally to a short story about their fish. Their learning will include recognising their own name and beginning to write it, beginning to mark make individual letters and match them to objects beginning with that sound and using some of their print and letter knowledge in their early writing. Through oracy, they will contribute ideas about why events happen in the story, why they think a character is behaving a certain way and predict what might happen in the story. Through individual reading they will learn how to hold a book, tell stories through pictures, recognise</p>	<p>In Spring 1 the children will develop their literacy skills through the text 'The Gingerbread Man' by Miriam Latimer. They will use story images to join in with key events and phrases in a retelling of the story and begin to write and mark make in their retelling. They will begin to depict the main events of the story using between 3 and 5 images and mark make next to each image explaining what is happening. Through oracy, communication and language they will develop their repertoire of rhymes and use a wider range of vocabulary. They will engage in story times, understanding how to listen carefully and why listening is important. They will also engage in non-fiction books. In reading the children will understand the five key concepts about print that:</p> <ul style="list-style-type: none"> - print has meaning - print can have different purposes 	<p>In Summer 1 the children will develop their literacy skills through the text 'The Naughty Bus' by Jan and Jerry Oke. They will create a new journey for the Naughty Bus by creating a story map and writing captions/sentences describing the journey of the bus. Through oracy, communication and language they will use new vocabulary they encounter through stories throughout the day, articulate their ideas and thoughts in well-formed sentences, describe events in some detail, listen to and talk about stories to build familiarity and understanding and listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. In reading the children will read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, exception words and read more common exception words matched to the Read Write Inc phonics programme. In Summer 2 the children will develop their literacy skills</p>

	<p>- we read English text from left to right and from top to bottom</p> <p>- the names of the different parts of a book</p> <p>- page sequencing</p> <p>In Autumn 2 the children will develop their literacy skills through the text 'The Journey Home' by Emma Levey a fiction story about journeys and the value off family. They will begin to use some of their knowledge of print to make invitations and cards.</p> <p>writing individual letters and matching them to objects beginning with that sound and using some of their print and letter knowledge in their early writing.</p> <p>Through oracy, communication and language the children will enjoy listening to longer stories and try to remember much of what happens, they will develop their communication including irregular tenses and plurals. They will also sing a large repertoire of songs.</p> <p>In reading they will develop their phonological awareness, so that they can:</p> <p>- spot and suggest rhymes</p> <p>- count or clap syllables in a word</p> <p>- recognise words with the same initial sound, such as money and mother.</p>	<p>book</p> <p>- page sequencing</p> <p>They will read individual letters by saying the sounds for them and begin to blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>In Spring 2 the children will learn through the text Gigantosaurus by Jonny Duddle. They will draw, paint and make an imaginary dinosaur individually or in a small group. They will be able to contribute orally to a short story about their dinosaur.</p> <p>In oracy =, communication and language the children will be able to talk about familiar books, and be able to tell a long story</p> <p>They will be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>In reading they will continue to read individual letters by saying the sounds for them and blend sounds into words, so that they can read short words made up of known letter-sound correspondences. They will read a few common exception words matched to the Read Write Inc phonic</p>	<p>the Read Write Inc phonics programme.</p> <p>In summer 2 the children will learn through the story 'Even Superheroes Have Bad Days' by Shelly Becker.</p> <p>They will focus on recount writing and a retelling of the story and independently use pictures to sequence and retell the story.</p> <p>They will use new vocabulary in different contexts, ask questions to find out more and to check that they understand what has been said to them. They will begin to connect one idea or action to another using a range of connectives. They will retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>They will now be reading simple phrases and sentences made up of words with known letter sound correspondences and, where necessary, a few exception words. They will confidently be reading more common exception words matched to the Read Write Inc phonics programme.</p>	<p>individual letters and then read CVC words. The children will have many opportunities for mark making, including wanted posters, speech bubbles and cards as well as creating their own mini books.</p> <p>In Autumn 2 the children will learn from the story 'The Pirates are Coming' by John Condon- a narrative story based around the importance of telling the truth. They will create a pirate ship and interact with their peers to role play parts of the story, this will involve relevant mark making and the use of simple cvc words.</p> <p>Through oracy, communication and language they will enjoy listening to longer stories and retell much of what happens in the story, develop their communication, including irregular tenses and plurals and sing a large repertoire of songs.</p> <p>In reading they will develop their phonological awareness, so that they can:</p> <p>- spot and suggest rhymes</p> <p>- count or clap syllables in a word</p> <p>- recognise words with the same initial sound, such as money and mother</p>	<p>- we read English text from left to right and from top to bottom</p> <p>- the names of the different parts of a book</p> <p>- page sequencing</p> <p>They will read individual letters by saying the sounds for them and begin to blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>In Spring 2 the children will develop their Literacy skills through the story The Three Little Pigs by Mara Alperin, a traditional tale with a character focus.</p> <p>They will be able to label a plan and attempt to write a simple caption.</p> <p>In oracy they will develop a representation of a favourite character in the story, be able to say which character it is and express some information about the character. They will Listen to and talk about stories to build familiarity and understanding.</p> <p>In reading they will continue to read individual letters by saying the sounds for them and blend sounds into words, so that they can read short words made up of known letter-sound correspondences. They will</p>	<p>through the story 'The Seasaw' by Tom Percival. They will focus on recount writing and a retelling of the story and independently use pictures to sequence and retell the story.</p> <p>They will use new vocabulary in different contexts, ask questions to find out more and to check that they understand what has been said to them. They will begin to connect one idea or action to another using a range of connectives. They will retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>They will now be reading simple phrases and sentences made up of words with known letter sound correspondences and, where necessary, a few exception words. They will confidently be reading more common exception words matched to the Read Write Inc phonics programme.</p>
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		programme.			read a few common exception words matched to the Read Write Inc phonic programme.	
Phonics	Read Write Inc set 1 Individual letter sounds and diagraphs ch, sh, th, ng, nk, ck	Revise set 1 and introduce Read Write Inc set 2.	Revise and consolidate set 2 of Read Write Inc.	Read Write Inc set 1 Individual letter sounds and diagraphs ch, sh, th, ng and nk	Revise set 1 and introduce Read Write Inc set 2	Revise and consolidate set 2 of Read Write Inc

<p>MATHS *Number *Numerical patterns</p>	<p>During the first half-term, the children will learn to recognise, represent, and manipulate numbers to 5. They will focus on comparing two groups of objects and correctly identifying which has more, fewer or whether they have the same amount. In Autumn 2, the children will explore 3D and 2D shapes as well as focusing on positional language. They will find one more and one less than a number within 5 and concentrate on number bonds to 5 in the context of a part-whole model.</p>	<p>In our mathematical learning we will be covering: * Cardinality & Counting – Accurate counting of sets of objects 1-10 and ordering numbers 1-10. Counting backwards 10-1 & ordering numbers 10-1. * Composition – Systematic approach to partitioning sets of objects 1-5. Splitting and recombining sets of objects 6-9. Use part whole model and tens frame. Start to learn number bonds to 10. * Comparison – Find 1 more/less using sets of objects on tens frame and using mental number line. * Measures – Length, height, mass and capacity. * Pattern – More complex patterns (ABB, ABBC) * Shape & Space – 3D shapes and properties of shapes.</p>	<p>In our mathematical learning we will be covering: * Cardinality & Counting – Counting beyond 10 noticing pattern in ones. Counting beyond 20 noticing pattern in tens. * Composition – Systematic approach to splitting and recombining sets of objects 1-10. Look at part whole models splitting numbers 1-10 where both parts are the same – learn those not known link to doubles and halves work in patterns. * Comparison – Consolidate 1 more/1 less using mental numberline. Focus on sharing fairly. * Measures – Time – sequence of events. * Pattern – Numerical patterns - odds & evens / doubles & halves. Symmetry/reflections. * Shape & Space – Representing spatial relationships using maps. Spatial vocabulary (forwards, backwards, up, down, across). Relationships between shapes.</p>	<p>In our mathematical learning we will be covering: * Cardinality & Counting – accurate counting of sets of objects 1-5, subitising and numeral recognition * Composition – conceptual subitising - noticing numbers within numbers * Comparison – comparing sets 1-5 using vocab of more / fewer / less / most / fewest * Measures – comparing size using vocab of large/small, big/little & time (sequence of events) * Pattern – making simple patterns & identifying unit of repeat * Shape & Space – beginning to use mathematical names & terms to describe 2D shapes</p>	<p>In our mathematical learning we will be covering: * Cardinality & Counting – Accurate counting of sets of objects 1-10 and ordering numbers 1-10. Counting backwards 10-1 & ordering numbers 10-1. * Composition – Systematic approach to partitioning sets of objects 1-5. Splitting and recombining sets of objects 6-9. Use part whole model and tens frame. Start to learn number bonds to 10. * Comparison – Find 1 more/less using sets of objects on tens frame and using mental number line. * Measures – Length, height, mass and capacity. * Pattern – More complex patterns (ABB, ABBC) * Shape & Space – 3D shapes and properties of shapes.</p>	<p>In our mathematical learning we will be covering: * Cardinality & Counting – Counting beyond 10 noticing pattern in ones. Counting beyond 20 noticing pattern in tens. * Composition – Systematic approach to splitting and recombining sets of objects 1-10. Look at part whole models splitting numbers 1-10 where both parts are the same – learn those not known link to doubles and halves work in patterns. * Comparison – Consolidate 1 more/1 less using mental numberline. Focus on sharing fairly. * Measures – Time – sequence of events. * Pattern – Numerical patterns - odds & evens / doubles & halves. Symmetry/reflections. * Shape & Space – Representing spatial relationships using maps. Spatial vocabulary (forwards, backwards, up, down, across). Relationships between shapes.</p>
<p>UTW People, Culture and Communities</p>	<p>In our RE we will learn how religious/non-religious groups welcome a new baby - simple traditions as appropriate, stories from all the children in class & how they were welcomed by their own family.</p>	<p>In our RE we will learn that some people believe in God and some do not. We will learn names of God from different religions. We will find out that Christians believe God is like</p>	<p>In our RE we will learn that the church is a special place to Christians where they worship, pray, sing, listen, and read the Bible.</p>	<p>The children will discuss how we are all unique and talk about difference positively and respectfully. We will talk about members of our immediate family and discuss which festivals we</p>	<p>The children will understand that there are a number of similarities and differences in the way different occasions are celebrated. They will listen to the story of Chinese New Year and act out the</p>	<p>Using texts and maps, the children will continue to develop an awareness of different countries and talk about some similarities and differences between life in this country and other countries.</p>

	<p>We will learn how Christians welcome babies in a special way because Christians believe God is the Creator and they are special because God created them. We will discover that many other religious/nonreligious groups also believe people are special but for different reasons. We will learn about baptism in Church of England churches. In the second part of the term we will learn that The Bible is a special book for Christians and that the Christmas story came from the Bible. We will learn that Christians believe Jesus is special and why they think he might be special. We will look at different aspects of the Christmas story e.g. Jesus came to earth and was born in a stable; his parents were Mary and Joseph; an angel appeared to tell Mary that she would have a special baby called Jesus. We will find out how the Christmas story helps Christians celebrate Jesus coming to earth e.g. link to nativity plays and refer to the fact that Jesus is called the son of God. Through role-play, we will show an interest in different occupations and discuss the roles of people in the community. We will talk about members of our immediate family and discuss which festivals we enjoy celebrating with our families at home,</p>	<p>a shepherd who looks after his sheep and goes after people who are lost to rescue them. We will learn how The Bible tells stories about God and Jesus e.g. Lost sheep, Lost Coin and that Christians believe God is like a king, a shepherd and a father. In the second part of the term we will learn that Easter is a time of celebration for Christians. That they believe Jesus was killed and rose again This is called the resurrection. We will discover how they hold church services, and eat Easter eggs to remind them of new life. We will also learn about different cultures and gain knowledge of community celebrations. We will discuss different ways people prepare and celebrate Chinese New Year. We will think about how people celebrate special events and consider what our favourite celebrations are each year.</p>	<p>We will talk about some things Christians do in church. We will learn that The Bible is a sacred and holy book to Christians. We will explain different features of a church buildings and other special buildings used to worship in. In the second part of the term we will explain the Christian, Jewish, Muslim view of creation is that God made it. Discover that the world isn't always treated well, and we are meant to look after it. Christians believe God made the world, so it is important to Christians to say thank you and that Christians, Jews, Muslims say we should look after it.</p>	<p>enjoy celebrating with our families at home, such as Bonfire Night, Diwali and Christmas. We will share our experiences of celebrating Christmas as well as describe various Christmas traditions from around the world. We will also use the text 'Houses and Homes' to talk about different kinds of houses around the world.</p>	<p>main events. We will also discuss different ways people prepare and celebrate Chinese New Year. The children will look at a map of the area and identify any local farms. We will also talk about the different times of the year which are important for farmers. The children will also discover where some of their favourite foods come from and develop an understanding of farming, animal welfare and fair trade. In our RE we will learn that some people believe in God and some do not. We will learn names of God from different religions We will find out that Christians believe God is like a shepherd who looks after his sheep and goes after people who are lost to rescue them. We will learn how The Bible tells stories about God and Jesus eg Lost sheep, Lost Coin and that Christians believe God is like a king, a shepherd and a father. We will retell & role play simple bible stories: eg David & Goliath: 1 Samuel 16:16-17; God as Shepherd: Psalm 23:1-2. Jesus' Teaching: Parables of Lost Sheep and Lost Coin Luke 15:1-7; 8-1 In the second part of the term we will learn that Easter is a time of celebration for Christians. That they believe Jesus was killed and rose again This is called the resurrection. We will discover how they hold church services, and eat Easter eggs to remind them of new life; We will ask simple questions about the Easter story and</p>	<p>After listening to the story "Meerkat Mail", the children will be invited to send in postcards from their half-term holiday and match these to a map of the world. We will talk about where the postcard is from, and what life may be like there. We will also use the book "The World came to my place today" to appreciate where their food and other things which they regularly use, come from. The children will draw their own simple picture maps and plans with labels of places based on the text "Journey". The children will also think about their own immediate environment and compare it to a seaside town. In our RE we will learn that the church is a special place to Christians where they worship, pray, sing, listen, and read the Bible. We will talk about some things Christians do in church. We will learn that The Bible is a sacred and holy book to Christians. We will explain different features of a church building and other special buildings used to worship in. In the second part of the term we will explain the Christian, Jewish, Muslim view of creation is that God made it. Discover that the world isn't always treated well, and we are meant to look after it.</p>
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	<p>such as Bonfire Night, Diwali and Christmas. We will share our experiences of celebrating Christmas as well as describe various Christmas traditions from around the world. We will also use the text 'Houses and Homes' to talk about different kinds of houses around the world. The children will also learn information about different types of bears, such as, what they look like and where they live. They will learn that there are different countries in the world and talk about the differences they have experienced or seen in photos. They will also recognise some environments that are different to the one in which they live.</p>				<p>encourage the children to show curiosity about what happened? We will think about how people celebrate special events and consider what our favourite celebrations are each year.</p>	<p>Christians believe God made the world, so it is important to Christians to say thank you and that Christians, Jews, Muslims say we should look after it.</p>
<p>UTW The Natural World</p>	<p>In our learning we will be looking at different types of bears around the world and their habitats. We will look at types of weather and the seasons and how the world around us changes. We will also talk about differences between materials and discuss the changes we notice. For example, what would the best material for Paddington's raincoat be? In our Forest Friday sessions we will look at the changes from autumn to winter in our school playground. We will learn about what plants and animals live in our local area. We will consider</p>	<p>In our learning we will be looking at life cycles of different animals including humans. We will plant beans and watch them grow. We will show understanding that we need to care for living things, e.g. watering plants. In our Forest Friday sessions we will look at the changes from winter to spring in our school playground. We will be looking at winter experiments to do with the changing seasons and comparing life in the town and the country. We will learn about what plants and animals live in our local area and what grows in</p>	<p>In our learning we will learn about British wildlife and plants and the habitats they live in. We will learn about mini-beasts and hunt for them in our school grounds. We will discuss how caterpillars change into butterflies. In our Forest Friday sessions we will look at the changes from spring to summer in our school playground. We will learn about what plants and animals live in our local area and what grows in the summertime. We will consider textures, patterns</p>	<p>In our learning we will look at types of weather and the seasons and how the world around us changes. We will also through our scientific learning, consider how and why things happen and how things work. For example, what would the best material for our favourite teddies rain hat be? In our Forest Friday sessions we will look at the changes from autumn to winter in our school playground. We will learn about what plants and animals live in our local area. We will consider textures, patterns and colours in nature.</p>	<p>In our learning we will be looking at winter experiments to do with the changing seasons. We will be comparing life in the town and the country and look at how the seasons effect wild animals and farm animals. In our Forest Friday sessions we will continue to look at winter in the playground and school grounds and then observe what happens as winter turns to spring. We will consider the impact seasons have on different environments like towns and farms. We will also think about the parts of the world where its cold all year round. We will learn about what plants and animals live in our local area and what grows in the spring time. We will consider textures, patterns and</p>	<p>In our learning we will learn about British wild life and plants and the habitats they live in. We will learn about mini-beasts and hunt for them in our school grounds. We will watch how caterpillars change into butterflies and set them free. In our Forest Friday sessions we will look at the changes from spring to summer in our school playground. We will learn about what plants and animals live in our local area and what grows in the summer time. We will consider textures, patterns and colours in nature in the season of summer.</p>

	textures, patterns and colours in nature.	the spring time. We will consider textures, patterns and colours in nature in the season of spring.	and colours in nature in the season of summer.		colours in nature in the season of spring.	
UTW Past and Present	We will discuss who is in our family and show some sense of our own history. We will consider what we can do now and how we have changed since we were babies. We will talk about past and upcoming events within our own families to help us understand that the past is the time “before now”. We will use the text ‘Peepo’ to demonstrate the changes within living memory in toys and homes. We will also find out what happened during the Gunpowder Plot and discuss who Guy Fawkes was.	As part of our learning about dragons, we will use texts and discuss images from the past. We will focus on the types of people and jobs in castles.	The children will recall a seaside holiday they have been on in the past. What did they wear to the beach? What traditions do your families have on the beach? We will compare seaside holidays in the past with today.	We will discuss who is in our family and show some sense of our own history. We will consider what we can do now and how we have changed since we were babies. We will talk about past and upcoming events within our own families to help us understand that the past is the time “before now”. We will use the text ‘Peepo’ to demonstrate the changes within living memory in toys and homes. We will also find out what happened during the Gunpowder Plot and discuss who Guy Fawkes was.	Using the children’s own lives, they will be able to demonstrate change and passage of time through exploring seasons, birthdays and specific local, national and international festivals or celebrations. Texts will be used to discuss the jobs that need to be done on a farm as well as looking at images of old and new farm equipment. The images of the modern farming machinery will show children how technology has advanced, and they will be able to identify the differences between past and present farming practices and tools.	We will find out about the different ways in which travel, and transport has changed from past to present. Children will match modern transport photos and photos showing old types of transport. How do they know which ones go together? How are they the same? How are they different? We will imagine we are going on a journey into space. How will you get there? Then we will look at different famous astronauts and talk about the important contributions they have made. The children will recall a seaside holiday they have been on in the past. What did they wear to the beach? What traditions do your families have on the beach? We will compare seaside holidays in the past with today.
EAD *Creating with materials *Being imaginative and expressive	Throughout the term we will be creating self-portraits as part of our settling in period. We will create bear collages and learn about the use of paper and other materials for collage effects.	Throughout the term we will create dinosaur models and footprints in clay. We will also paint pictures of dinosaurs and other animals including the Rainbow Fish.	Throughout the term we will learn about the artist Andy Goldsworthy and make our own nature art. We will look for patterns in nature as well as sounds in nature.	Throughout the term we will be creating self-portraits as part of our settling in period. We will create collages of our favourite things and learn about the use of paper and other materials for collage effects. We will make firework pictures for Bonfire night and create	Throughout the term we will create farm animals and footprints in clay and paint pictures of farms and farm animals. We will create Mother’s day cards and learn songs and poems.	This term we will be looking at transport, linking with our first pathway text, ‘The Naughty Bus’. We will be making junk model vehicles. During the second part of the term, we will be looking at the beach linked with our book, ‘Sea saw’. We will be more independent when creating art work linking with the beach.

	<p>We will also design Pyjamas for Mr Bear in our story, 'Peace at Last'. We will create split pin chicks, linking with our story, 'The Journey Home'. We will also create a New York Skyline and create party decorations.</p> <p>We will complete sound stories with musical instruments to fit with the story 'We're going on a Bear Hunt'. We will act out and role play all of our bear themed stories. We will learn songs and poems about bonfire night and we will take part in the Christmas play with songs and dances.</p>	<p>We will create Mother's day cards and learn songs and poems.</p> <p>We will complete a programme of music all about Growth and Change.</p> <p>We will role play stories that we read and learn a variety of songs linked to our topic.</p>	<p>We will learn songs and dances related to woodland animals and think about the footprints they make.</p>	<p>Christmas cards and presents for our families.</p> <p>We will complete sound stories with musical instruments to fit with the story 'We're going on a Bear Hunt'. We will act out and role play all of our stories. We will learn songs and poems about bonfire night and we will take part in the Christmas play with songs and dances.</p> <p>We will think about the sounds around us using BBC schools Stimulus sounds.</p>	<p>We will complete a programme of music all about The Gingerbread Man.</p> <p>We will role play stories that we read and learn a variety of songs linked to our topic.</p> <p>We will look at the healthy eating and create fruit and vegetable faces before we eat them!</p>	
<p>Possible EYFS Trips and Visitors</p>	<p>PCSO bonfire safety talks Panto</p>	<p>Dentist visit Zoolab</p>	<p>Police visit Gruff outdoor learning</p>	<p>PCSO bonfire safety talks Panto</p>	<p>Dentist visit</p>	<p>Police visit Gruff outdoor learning</p>