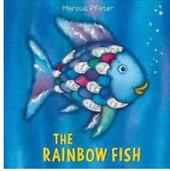
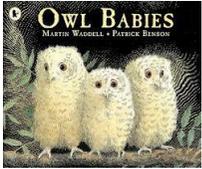
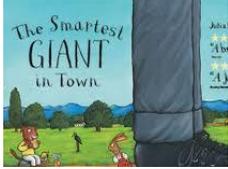
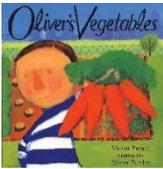
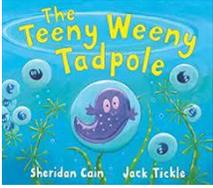
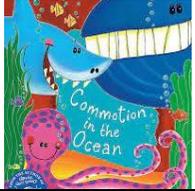




	Aspiration		Passion		Resilience	
	Autumn Term		Spring Term		Summer Term	
	<p>Can we be friends?</p> 	<p>What happens at night?</p> 	<p>How do people help me?</p> 	<p>How does your garden grow?</p> 	<p>How do things change?</p> 	<p>What lives beneath the waves?</p> 
Area of Learning	Curriculum coverage					
	Looking at the children's interests, families, and lives to develop a sense of belonging, individuality, community and heritage.		Exploring the local area, with a strong focus on the environment, seasons, locality and growth cycles.		Learning about life cycles, change and exploring beyond the local area through the ocean and beyond.	
PSED	<p>Reception: Class 1 will spend time building constructive and respectful relationships by sharing their 'all about me' books and listening to stories to encourage building strong and lasting friendships. Turn taking will be encouraged in their play and building the class's sense of themselves as a community will be an important part of this term. The children will do activities individually, in small groups and as a class to build team-work skills. Children will learn how to follow daily routines such as lining up, sitting on the</p>		<p>Reception: PSHE in the Spring term focuses on keeping safe and rights and respect. Children will learn how to care for themselves, friends, special people and the world around them. This term we will listen to lots of traditional tales and modern tales. Story time continues to be part of the daily routine, with regular sharing of stories with a PSED focus to engage children to express their feelings and consider the feelings of others through lots of book talk and activities to encourage consideration of others and themselves.</p>		<p>Reception: PSHE this term focuses on growing, life cycles and a child's sense of self. Children will learn to identify and moderate their own feelings socially and emotionally. Via PSHE SCARF lesson, and the stories we will explore this term, children will think about the perspectives of others.</p> <p>Nursery: We will continue to help children understand how to be a good friend and help to find solutions to conflicts and rivalries by sharing social stories and encourage kind</p>	

	<p>carpet, listening. We will encourage independence in the classroom by teaching children how to select and use resources such as the tape dispense, scissors, glue and how to put on an apron.</p> <p>Nursery: Children will be encouraged to select and use activities and resources in the classroom, with help if needed. There will be lots of free-play opportunities for children to explore their interests and make friends. Through stories and experience in the classroom, children will develop their sense of responsibility and membership of a community – for example understanding their role in tidying up. A daily routine will be in place to help children follow rules, understanding why they are important.</p>	<p>We will continue to build on skills of resilience and perseverance in the face of challenge. Much of this will be through challenges facing children in their play – for example having trouble making a tower taller, and coming up with a solution to fix the problem.</p> <p>Nursery: Children will continue to select and use activities and resources in the classroom, with help if needed. The expectation will be that children in nursery can increasingly follow rules, understanding why they are important. Children will begin to develop more independence and at this point in the term should not always need an adult to remind them of a rule.</p> <p>Access to free-play will be available for much of the day, and children will be encouraged to play with one or more other children, extending and elaborating play ideas. Children in nursery are likely to become more outgoing with unfamiliar people, in the safe context of their setting and show more confidence in new social situations.</p>	<p>and respectful behaviour in the classroom.</p> <p>Following on from EAD topic in the spring term, children will continue to develop appropriate ways of being assertive, talk with others to solve conflicts and talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Children will begin to understand how others might be feeling.</p>
<p>Communication and Language</p>	<p>Reception: A focus for this term is understanding how to listen and why listening is important. Children will play listening games as a class and practise the routines of whole class learning when sat on the carpet. We will be building children's vocabulary through a range of both fiction and non-fiction stories and songs. Children will be encouraged to share their thoughts and understanding through book discussion. Each week there is a new 'word of the week'.</p>	<p>Reception: We will continue to have a 'word of the week' to introduce new vocabulary. Children will be encouraged to use the word of the week and other vocabulary throughout the day. During daily story time, book talk will move beyond retrieval questions to asking children questions to encourage deeper thinking, finding out more and to check they understand what has been said to them.</p>	<p>Reception: Skills learned throughout the year will continue to be used to help children use talk to help work out problems and organise thinking and activities. In teacher-led and child-led place, the class will have opportunities to explain how things work and why they might happen (for example describing something they have created, or predicting an outcome). We will continue to learn new vocabulary and learning how</p>

	<p>linked to the topic, to help build vocabulary and knowledge. We aim for children to be able to articulate their ideas and thoughts in well-formed sentences and social phrases (such as thank you, please can you help me, excuse me). Children will be encouraged to share ideas and use full sentences when talking to adults and children both in whole-class and groups scenarios as well as in their play.</p> <p>Nursery: Children will listen to stories, starting with shorter stories and building up to listening to longer stories. Book talk to help children build recall skills about what has happened in stories will be part of daily story telling. Children will begin to learn wider vocabulary with key words in stories being explained and children are encouraged to use new vocabulary in their speech. Children may need help to pronounce some words and teaching staff will model and encourage repetition back to help development of speech.</p>	<p>Children will begin to connect one idea or action to another using a range of connectives and describe events in some detail. Time will be spent discussing the role of people in the community and how things change – with a focus on planting projects. Children will build their retelling of stories through role play or small world linked to the story of the week, for example using puppets, animals and dressing up. There will be opportunities for children to sequence familiar stories using pictures and 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>Nursery: Continuing from the Autumn term, the nursery children will recall and sing a large repertoire of songs and rhymes already taught. We will continue to read stories and be able to talk about familiar books, and be able to tell a long story. Children will be able to use their play to re-enact their favourite stories and have small-world set-ups linked to stories. Nursery children will continue to develop their communication but may continue to have problems with irregular tenses and plurals. As children begin to understand 'why' questions adults will enhance play communication by asking questions where appropriate so children can explain and use talk to organise themselves and their play.</p>	<p>vocabulary can be used in different contexts. The class will look at non-fiction texts for children to learn about different modes of transport and explorers from history. Children will listen to and talk about these nonfiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Nursery: Daily story time will continue, along with book discussion. Children will be encouraged to have opinions and thoughts relating to texts and saying these out loud to the class. Children will be able to apply the communication skills they have learned and 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. As children come to the end of the pre-school year, they will be encouraged by adults to start conversations and it continue for many turns (adults will respond with a question or an open statement or encourage children to respond to friends, suggesting answers if a child is reluctant). Children will be given questions or instructions with two parts, such as get your coat and line up in order for pupils to be ready for multi-step instructions at the start of the reception year.</p>
Physical Development	Reception: To develop the skills needed to manage the school day successfully, daily routines will include	Reception: We will continue to progress towards a more fluent style of moving, combining different	Reception: Children will continue to access play equipment and experience a variety of games and

lining up, sitting quietly to listen, washing hands, taking coats on and off.

To build body strength we will focus on balance, coordination and agility by using the outdoor play equipment, encouraging playing with a range of large and small toys and resources. Children will practise purposeful movement through yoga and dance. The aim of the term is for children to be able to use indoor and outdoor spaces safely and with confidence.

Fine motor development will be targeted using play dough and other malleable materials over the term, as well as opportunities to draw, paint, and complete 'finger gym'.

Nursery: We will provide apparatus to develop their movement, balancing, riding (scooters, trikes, and bikes) and ball skills. Outdoor play equipment will be available build independence and to practise going up steps and stairs, or climb up apparatus, using alternate feet.

Children will play games to learn how to skip, hop, stand on one leg and hold a pose for a game like musical statues. To develop gross motor skills resources will be available to use large-muscle movements – such as waving flags and streamers, painting with brushes and using chalks to make marks.

movements with ease and fluency, developing control and grace through dance and yoga.

Development of fine motor skills will continue, with access to play dough and small finger activities (nuts and bolts, threading, fidget toys). Children will be encouraged to use a range of tools correctly in their play (such as scissors, pencils, paint brushes, tweezers, cutlery) to build competence to use tools safely and confidently.

We will begin to incorporate ball skills in PE and play to further develop and refine a range of ball skills. Children will practise, rolling, throwing, catching, dribbling and kicking balls to develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.

In PSHE we will learn about how to keep our bodies healthy and know and talk about the different factors that support their overall health and wellbeing – such as being active and looking at healthy and unhealthy foods as well as how to be safe in a variety of situations (road safety, beach safety, online safety). We will also learn about the people who will keep us safe such as doctors, nurses, police, teachers.

Nursery: Children will begin to take part in some group activities which they make up for themselves, or in teams – for example working together to build a house or collaborating with others to manage large items and choosing the right resources to carry out their own plan.

sports in PE to help develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions.

As children come to the end of their reception year, they will continue to practise writing each day and will be well practised in holding writing implements. The topic in the summer term will provide interesting and dynamic reasons to write, such as writing a diary, letter and recipe. This will help children find purpose in their writing and develop the foundations of a handwriting style which is fast, accurate and efficient.

Nursery: Children in nursery will become increasingly independent as they approach the end of the pre-school year, ready for reception. Adults in the classroom will encourage independence when they get dressed and undressed and in meeting their own care needs. Topics will cover making healthy choices about food, drink, activity and toothbrushing.

As children begin to show a preference for a dominant hand, they will begin to use one-handed tools and equipment such as scissors, spoons, paint brushes with more independence and use a comfortable grip with good control when holding pens and pencils. At snack time and lunch time children will be encouraged to start to eat independently and learning how to use a knife and fork.

		Children will play games and sing songs to help them to use and remember sequences and patterns of movements which are related to music and rhythm (If you're happy and you know it, Heads, shoulders, knees and toes, hokey cokey).	
Literacy	<p>Reception: Children will begin their Read, Write, Inc journey in reception. Children are taught to read in a daily speed sound lesson to recognise set 1 individual letters and saying the sounds for them. Children will also begin to learn how to write the letters for single letter sounds.</p> <p>Once children have secured the first sounds, they will be taught to blend sounds to read short words. Children will be encouraged to apply their phonics in their play where appropriate – such as writing initial sounds / simple words to label drawings.</p> <p>Children will be taught to write their name using correct letter formation, and will practise this daily.</p> <p>Nursery: Children will focus on speech detection in Autumn one. Focussing on listening skills by playing games and listening to the things around us. We will focus on recognising that speech sounds are different from other sounds we hear and play games to help children learn that sentences are made up of individual words.</p> <p>In Autumn 2 we begin to focus on syllable awareness through games and sorting activities.</p> <p>Nursery and Reception: Children in nursery and reception will enjoy daily story time and singing songs. We encourage a love for reading through</p>	<p>Reception: Children will be grouped in phonics according to their reading level and will begin to learn Set 2 sounds (special friends) and read a few common exception words from RWI (e.g. I, the, do, has).</p> <p>Children will learn to read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Children will have a reading book to bring home which will be the same level they read in school.</p> <p>We will teach writing and spell words using the children's phonics knowledge, by saying the word and segmenting using 'Fred fingers'.</p> <p>Children will identify the sounds and then writing the sounds with letter/s. At this stage of their learning children will be writing words phonetically and not necessarily in correct written English.</p> <p>When they are ready, we will begin to teach children to write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p> <p>Nursery: In the spring term children in nursery start to identify words and their initial sounds, they will also learn how words are formed, breaking down short words into their starting letter and the rest of the word (e.g. c-at). This helps to develop awareness for oral</p>	<p>Reception: As children begin the summer term, they will be consolidating their knowledge of Set 2 sounds as part of RWI lessons and beginning to learn Set 3 sounds.</p> <p>Children will be reading and re-reading books to build up their confidence in word reading, their fluency and their understanding and enjoyment. As part of lessons, they will be asked questions to check understanding of what they have read.</p> <p>In their writing, children will continue to build on their writing skills of segmenting words into sounds and writing them down. Children will continue to be taught to start sentences with a capital letter and end with a full stop, using a finger space between each word. Children will be encouraged to re-read what they have written to check that it makes sense.</p> <p>Nursery: At the start of the summer term children in nursery are introduced to RWI. They will first be taught the correct name for the images used in RWI (e.g. tower, mountain, insect) before learning the sounds to match the letters.</p> <p>Children will start learning how to write their name and be encouraged to practise this each day.</p>

	<p>the sharing of both stories and non-fiction texts across all genres. Story time will look at books in detail to develop the five key concepts about print:</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 book • page sequencing 	<p>blending in the reception year. We also play lots of games, sing songs and read stories with a focus on rhyme.</p> <p>Children in nursery will continue to enjoy daily songs and story time. They will engage in extended conversations about stories, and learning new vocabulary.</p> <p>Children will play games and activities to develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> • spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother. 	<p>In nursery, children will be encouraged to mark make and use some print and letter knowledge in their early writing, for example, writing a pretend shopping list that starts at the top of a page; writing 'm' for mummy.</p>
<p>Maths</p>	<p>Reception: Children will begin their maths journey by ensuring a secure knowledge of counting by rote to 10 and understanding the cardinal principle (how many objects are in a group). We do this through song, practising counting objects in play and regular repetition of the counting sequence. Children will play games to secure early maths skills such as matching, sorting items by size / colour / pattern, making repeating patterns. The Autumn term is dedicated to mastering number to 5, looking at the relationship of one more and one less, and exploring the composition of numbers to 5 using everyday objects and maths resources (numicon, cubes) and games to have secure knowledge of number bonds to 5.</p> <p>Subitising skills will be developed – children will practise looking at a small number of objects or dots and know how many are there, without the need to count.</p>	<p>Reception: We will continue to play games to encourage subitising skills. As a class we will begin to count beyond ten by rote. Counting and number songs will be shared daily. In the spring term we will explore numbers to 10, linking the number symbol (numeral) with its cardinal number value. We will compare numbers to 10 using every objects, maths resources and numerals and continue to develop understand the 'one more than/one less than' relationship between consecutive numbers. Children will explore the composition of numbers to 10. Within their play children will have opportunities to continue, copy and create repeating patterns and compare length, weight and capacity using scales, rulers and measuring cups.</p> <p>Nursery: We will continue to share counting songs and games to</p>	<p>Reception: As a class we will begin counting to 20 and beyond. We will practise automatic recalls for number bonds for numbers 0-10 and continue to refine this skill, so it is embedded.</p> <p>The children will build on pattern work from earlier in the year and start making more complex patterns. We will work with shapes and improve skills of selecting, rotating and manipulating shapes in order to develop spatial reasoning skills. Children will Compose and decompose shapes so that they recognise a shape can have other shapes within it, just as numbers can using Tangrams to challenge and consolidate these skills.</p> <p>As we get towards the end of the reception year, we will look at doubling numbers, sharing and grouping and recognising odd and even numbers to begin to prepare the class for year 1.</p>

	<p>Nursery: Children will play games and sing songs to learn to recite numbers past 5. Children will be encouraged to count objects in their play and say one number for each item in order: 1,2,3,4,5 and show 'finger numbers' up to 5. Children will be introduced to colours, pattern and shapes. They will talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language (informal language like 'pointy', 'spotty', 'blobs' etc).</p>	<p>encourage link numerals and amounts and know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'): for example, showing the right number of objects to match the numeral, up to 5. Children may begin to develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Resources such as wooden blocks and mobilo will be available daily for children to select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. Children will be encouraged to combine shapes to make new ones - an arch, a bigger triangle etc. Children will be asked questions to make and explain comparisons between objects relating to size, length, weight, and capacity.</p>	<p>Nursery: Children in nursery will be able to experiment with their own symbols and marks as well as numerals. Within their play they will have opportunity to solve real world mathematical problems with numbers up to 5. Children will compare quantities using language: 'more than', 'fewer than', for example be able to understand 'Bob has more raisins that Sarah'. Children will experiment with position and understanding so they can understand position through words alone (the ball is next to the chair) and discuss routes and locations, using words like 'in front of' and 'behind'. Using the classroom and outside space, the class will talk about and identifies the patterns around them and be encouraged to find their own independently. Children will learn to extend and create one-step repeating patterns (ABAB) and be able to notice and correct an error in a repeating pattern. Children will begin to discuss real life events they can relate to (such as the school day) and begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' (e.g. first I have breakfast, then I walk to school).</p>
<p>Understanding the World</p>	<p>Reception: We will use the first few weeks of term to get to know the children and they will share their 'all about me' shoeboxes to name and describe people who are familiar to them</p>	<p>Reception: As the weather warms up and Spring begins, we will learn about the effect of changing seasons on the natural world around us. Children will take part</p>	<p>Reception: Over the summer term we will explore lots of books about the ocean, travel and different countries. Children will learn to recognise some similarities and differences between</p>

including members of their immediate family and community. Children will be encouraged to draw a picture of their family and build their houses in their play using blocks.

Class 1 will explore the effect of changing seasons on the natural world and explore the natural world around them by looking at vegetables linked to Harvest and the change in weather. Through our topic 'What happens at night?' children will explore the difference between day and night, with a focus on nocturnal and diurnal animals before exploring hibernation and migration. Each week we will have a focus book and topic based activities to help children's understanding of themselves as individuals, people and communities. As we near Christmas, children will learn about the Nativity Story and why Christians celebrate Christmas and how this compares to other religions and cultures.

Nursery: Children will explore how things work through their play – for example they will have access to water play to experiment with how water flows and a variety of construction toys to experiment with how objects move and can be built. Children will be read books and show interest in different occupations and begin to make sense of their own life story and family's history.

in planting projects to see how plants grow and how to take care of them. We will explore different environments so children can recognise some environments that are different to the one in which they live (e.g. hot countries grow different types of plants and fruits).

We will continue to build on the learning in Autumn 2, to learn that people have different beliefs and celebrate special times in different ways by looking at why Christians celebrate Easter and what the symbol of the cross means. Understanding that some places are special to members of their community. As part of Easter celebrations children will investigate and learn map skills as part of an Easter treasure hunt.

Nursery: In their play children explore materials and forces this term. They will have opportunities to explore the differences between materials and changes they notice (e.g. what is/isn't waterproof, what would be a good choice to build a house). Children can use the construction areas inside and outside to explore and talk about different forces they can feel (pushing, pulling, moving, stopping). Children will be encouraged to use their senses in hands-on exploration of natural materials such as sand, water, pebbles, wood etc. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary.

life in this country and life around the world. We will be looking at 'what places are special and why' from around the world. Taking a special interest in religious buildings, children will be able to recognise that people have different beliefs and celebrate special times in different ways. During the summer term we will do some senses exploration so children can describe what they see, hear and feel whilst outside. This will continue the understanding the effect of changing seasons on the natural world around them as we enter the summer months. We will learn about sun safety as part of our daily routines (sun hats and sun cream) as children continue to explore the natural world around them.

Nursery: Nursery children will read books and look at maps and photographs to build knowledge that there are different countries in the world and talk about the differences they have experienced or seen in photos. As they investigate other countries and cultures, children will continue to develop positive attitudes about the differences between people. Children will have the chance to plant seeds and care for growing plants. This will enable children to understand the key features of the life cycle of a plant and an animal. During the summer term children in nursery will begin to understand the need to respect and care for the

			natural environment and all living things.
Expressive Arts and Design	<p>Reception: Children will explore and engage in music making and dance. Singing songs and nursery rhymes will form part of the daily routine. Children will sing together and increasingly match the pitch and follow the melody. Percussion instruments will be introduced to children and how to use them to keep a beat in time with singing songs. Children will listen to a range of different types of music and move to and talk about music, being encouraged to express their feelings and responses.</p> <p>Children will take part in purposeful movement through yoga and guided dances each week. As part of the Christmas Nativity, children will have the opportunity to perform songs and dances solo or in groups.</p> <p>During the Autumn term children will look at Kadinsky and explore shape in their art. As part of their learning, children will complete a finger fit activity 4 times a week. During finger fit children will have the opportunity to be creative with clay, paint, drawing, play dough, junk modelling, collaging and more.</p> <p>Role play and small world areas are available for children to partake in pretend play to further their learning.</p> <p>Nursery: Role play areas will be available for children to take part in simple pretend play, using an object to represent something else even though they are not similar. Children will be encouraged to begin to develop complex stories using small world</p>	<p>Reception: During the Spring term we will look at featured artists:</p> <ul style="list-style-type: none"> • Van Gogh • Pablo Picasso • Joan Miro <p>Using these artists as inspiration, children will explore, use and refine a variety of tools, materials and artistic effects to express their ideas and feelings.</p> <p>Opportunities will be available for children to explore their artist expression by returning to and building on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Children will have opportunities across the classroom to encourage creating collaboratively – sharing ideas, resources, and skills. For example, creating a sculpture together in the construction area, or collaborating to retell a story in the role play area.</p> <p>Role play and small world areas continue to be an important part of the classroom, and children will have the opportunity to develop more complex storylines in their play.</p> <p>Nursery: Linking to the senses exploration in their physical development, children will listen with increased attention to sounds and music. Children will be encouraged to respond to what they have heard, expressing their thoughts and feelings. Continuing with feelings work, children will draw pictures and paintings to show different emotions, like happiness, sadness, fear etc.</p>	<p>Reception: Role play and small world areas of the classroom will be themed in line with the topic of the natural world, and then exploring, to enable children to develop storylines in their pretend play.</p> <p>Children will continue to learn dances and will also watch and talk about dance and performance art. Children will be encouraged to express their feelings and responses, linked to the performances they watch.</p> <p>Children will explore shape and colour in finger fit, including learning about primary colours and experimenting with colour mixing to create their own art.</p> <p>Nursery: With the knowledge of the nursery rhymes learned over the year, children will sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. The class will enjoy remembering and singing entire songs, and start to sing the pitch of a tone sung by another person ('pitch match'). Over the summer term children will be able to play with instruments, increasing control to express their feelings and ideas. Instruments will be available to enjoy in free-play time so children can create their own songs, or improvise a song around one they know. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. We will continue to encourage children to draw as part</p>

	<p>equipment like animal sets, trains sets, dolls and dolls houses etc. Blocks and construction toys will be available for children to make imaginative and complex 'small worlds' such as a city with different buildings and a park. Children will have opportunities to explore different materials freely, such as junk modelling, play dough, paints, clay, in order to develop their ideas about how to use them and what to make.</p>	<p>In their painting, children will have opportunities to explore colour and colour-mixing. Once they are confident in the creative area of the classroom, children are able to develop their own ideas and then decide which materials to use to express them, including joining different materials and exploring different textures.</p>	<p>of their daily play and with increasing complexity and detail, such as representing a face with a circle and including details. Children will be asked questions about their drawings, so they can begin to describe what they are representing in their drawing, such as representing ideas like movement or loud noises.</p>
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