





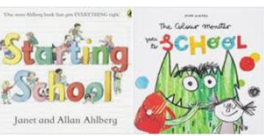







EYFS Curriculum Map – South Hams Federation

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Topic</p>	<p>Superhero Me!</p>  <p>Do you know just how super you are? You can do amazing things and finding out what makes you unique will help you to understand the similarities and differences between you and how that makes you all so amazing. In this topic you will learn all about you, your new friends and your new school. You will also learn about signs of autumn.</p>	<p>Celebrations</p>  <p>What celebrations are there? Why do we have celebrations? Do you know there are many different celebrations? This topic will explore a range of celebrations including Bonfire Night, Diwali and Christmas. It will help you to understand the similarities and differences and learn the stories behind these festivals. You will also get to enjoy some super bhangra dancing and plan a party for your class teddy.</p>	<p>Polar explorers</p>  <p>Have you ever wanted to go on an adventure? Would you like to explore new places around the world? In this topic you will learn everything you need to become a fearless explorer, focussing on the polar regions of the Arctic and Antarctic. You will also learn about winter and explore freezing and melting.</p>	<p>Minibeasts galore!</p>  <p>Have you ever wondered what is living at the bottom of your garden? Do you know where a butterfly has come from? In this topic you will become budding scientists and will learn all about the wonderful world of minibeasts ready for your work on habitats in Year 1. You will also learn about spring and Easter.</p>	<p>Get growing!</p>  <p>Have you ever wondered how a beanstalk got to be so tall? In our wonderful world lots of changes happen to the plants, the creatures and to you. In this topic you will learn about farming and where our food comes from, and will explore how things grow and change first-hand by planting your own flowers and vegetables.</p>	<p>Proud Pirates!</p>  <p>Have you ever wanted to become a pirate? Have you ever made a pirate ship that can float or followed a map to reveal hidden treasure? In this topic you will learn everything you need to become a perfect pirate as we travel the high seas looking for adventure!</p>
<p>Book Hooks</p>	 <p><i>The Worry Monster Goes to School</i> by Anna Llenas</p> <p><i>Starting School</i> by Janet and Alan Ahlberg</p>	 <p><i>Rama and Sita</i> by Jay Anika or <i>Rama and Sita: The Diwali Story</i> by Malachy Doyle.</p> <p><i>The Christmas Story/Nativity</i></p>	 <p><i>Poles Apart</i> by Jeanne Willis</p> <p><i>My First Arctic Encyclopaedia</i> by Simon Holland</p>	 <p><i>The Very Hungry Caterpillar</i> by Eric Carle</p> <p><i>Mad About Minibeasts!</i> by Giles-Andreae</p>	 <p><i>Jack and the Beanstalk</i> (Traditional tale)</p> <p><i>Oliver's Vegetables</i> by Vivian French</p>	 <p><i>The Treasure of Pirate Frank</i> by Elspeth Graham</p> <p><i>The Big Picture Atlas</i> by Emily Bone</p>

Expected link texts/rhymes/traditional tale/fairy story	<i>Heads Shoulders Knees and Toes</i> (Rhyme)	<i>Little Glow</i> by Katie Sahota.	<i>The Emperor's Egg</i> by Martin Jenkins.	<i>Omar, the Bees and Me</i> by Helen Mortimer.	<i>Jasper's Beanstalk</i> by Nick Butterworth.	<i>The Pirate Mums</i> by Jodie Lancet-Grant.
	<i>All Kinds of People</i> by Emma Damon	<i>Lanterns and Firecrackers: A Chinese New Year Story</i> by Jonny Zucker.	<i>Little People, Big Dreams – Ernest Shackleton</i> by Maria Vegara.	<i>Superworm</i> by Julia Donaldson.	<i>The Tiny Seed</i> by Eric Carle.	<i>The Big Ship Sails on the Ally Ally Oh</i> (Rhyme)
	<i>I Like Myself</i> by Karen Beaumont	<i>Kipper's Birthday</i> by Nick Inkpen.	<i>The Animals went in Two by Two</i> (Rhyme)	<i>Tad</i> by Benji Davies.	<i>The Enormous Turnip</i> (Traditional Tale)	<i>Go, Go Pirate Boat</i> by Katrina Charman.
	<i>We are Family</i> by Ryan Wheatcroft	Fireworks poem/ <i>Remember Remember the 5th November</i> (Rhyme)	<i>The Great Explorer</i> by Chris Judge.	<i>Spinderella</i> by Julia Donaldson.	<i>The Little Red Hen</i> (Traditional Tale)	<i>The Night Pirates</i> by Peter Harris.
	<i>Luna Loves Art</i> by Joseph Coelho	<i>Where the Poppies Now Grow</i> by Hilary Robinson.	<i>Lost and Found</i> by Oliver Jeffers.	<i>Incy Wincy Spider -</i> (Rhyme)	<i>What the Ladybird Heard</i> by Julia Donaldson.	<i>Sunk!</i> by Rob Biddulph
	<i>The Colour Monster</i> by Anna Llenas	<i>Cinderella</i> (Traditional Tale)	<i>Papa Penguin</i> by Lindsay Camp.	<i>Why the Spider has Long Legs</i> (Traditional African Folk Tale)	<i>Mary Mary Quite Contrary &amp; Old MacDonald</i> (Rhyme)	<i>Martha Maps It Out</i> by Leigh Hodgkinson
	<i>Tree: Seasons Come, Seasons Go</i> by Patricia Hegarty	<i>'Twas the Night Before Christmas</i> (Rhyme)				
Plus <b>Our Favourite Five</b> - 5 high-quality texts selected each half term based on children's interests, topic and to include a traditional tale and diversity. Children to vote which book they would like to listen to each day. Learn the story and explore and use ambitious vocabulary from each text.						
RE link texts/ Multicultural stories	<b>Christianity</b> <i>What a Beautiful Name</i> by Scott Ligertwood	<b>Hinduism</b> <i>My Raksha Bandhan: Promise to Protect</i> by Priya Kumari	<b>Islam</b> <i>Pigeons on a Pilgrimage</i> by Rabia Bashir	<b>Islam</b> <i>The Proudest Blue</i> by Ibtihal Muhammed	<b>Buddhism</b> <i>A Handful Of Quiet</i> by Thich Nhat Hanh	<b>Judaism</b> <i>Near: Psalm 139</i> by Sally Lloyd-Jones
		<b>Christianity</b> - Nativity		<b>Christianity</b> - Easter		
Role Play ideas	Home corner / School	Celebration party / Santa's Grotto	Polar explorers basecamp	Hungry Bug's Café/ Minibeast investigation lab	Garden centre / Farm shop	Pirate ship
Educational visits	Local woodland/forest school visit. Explore around the school.	Church visit or other place of worship if possible	Paignton Zoo/ Plymouth aquarium	'Minibeasts in the compost bin' workshop DCC	Local farm/Garden centre/Allotment/ Farm shop	Local beach trip. 'Plastic pirates' workshop DCC
Wow moment to start the topic	Family members in, ideally a new baby or grandparents.	Planning and having a celebration party e.g. for class teddy's birthday	Polar explorer's kit arrives - What is it? Who is it for?	Ugly Bug Ball – minibeast fancy dress party	Giant's footsteps (Jack and the Beanstalk)	Letter from Pirate Pete – Treasure hunt around local area.

<p>Planned topic learning</p>	<p>Daily routines – Children to explore their daily routines (PSHE/ Science/ History)  <i>first, next, then, last, finally, before, after, at the same time yesterday, last week, last month, day, night, sunrise, sunset, sleep, wake</i></p> <p>What are rules - Why do we have them? Learning the rules of the setting(PSHE)  <i>rules, routines, respect, kind, safe, responsible, consequences</i></p> <p>Friendships: thinking about our new friends and what makes them a friend. (PHSE &amp; RE)  <i>Friendships, forgive, peace, calm, apology, sorry, caring</i></p> <p>Our families – Being special – where do we belong? F4(RE)  <i>belonging, belong, family, community, important, job, uniform, club, important, Christian,</i></p>	<p>Special events in our lives - how did you celebrate? (History &amp; RE) Christmas/ fireworks night/ Diwali - make links  <i>past, future, present, same, change, yesterday, tomorrow, next week, next month, special, celebration, event, light</i></p> <p>Planning a party. Design and make food for a party . Would it be the same in all countries? (DT)  <i>design, plan, celebrations, party, evaluate, purpose, improve, healthy, taste, sweet, sour, savoury, diversity</i></p> <p>Why do we have fireworks on 5<sup>th</sup> November? (History)  How can we keep ourselves safe on Bonfire Night? (PSHE)  Create firework pictures (Art)  <i>fireworks, fire, bonfire night, celebration gunpowder plot, Guy Fawkes, safety, burn,</i></p> <p>What is Remembrance Day? Why do we wear poppies? What is a hero? (PSHE, History).  <i>Remembrance, poppy, hero, war, respect</i></p> <p>What is Diwali? How is it celebrated? Learn and retell the story of Rama and Sita. Learn and perform Bhangra</p>	<p>What is an explorer? Who explored Antarctica and polar regions? (History/ Geography)  <i>explore, travel, journey, destination, return, adventure, expedition, discover, Arctic, Antarctica, Scott, Shackleton</i></p> <p>Use Google Earth to explore where we are in relation to the Poles and to track the journey of the penguin across the continents (Geography/ Computing)  <i>birds -eye view, map, continents, computer, technology, whiteboard, screen, navigate, satellite</i></p> <p>Compare our countries with others in the story (Geography)  <i>hot, cold, same, different, similar, wet, dry, weather, difference, similarity, seasons, landscape, buildings, village, city</i></p> <p>Place animals (from story) on a world map (Geography)</p>	<p>The lifecycle of a Butterfly sequencing/ making zigzag books- relating to our class butterflies. (Science &amp; History)  <i>first, next, then, last, finally, before, after, (History) caterpillar, butterfly, chrysalis, grow, change, wings, egg</i></p> <p>Bug hunt - where do minibeasts live? (Science)  <i>insect, minibeast, spider, habitat, home, local, nest, web, worm, arachnid, dark, damp, explore</i></p> <p>Make and sketch bug homes. Create a minibeast hotel (DT/ Art/Science )  Access Art – Peter Randall  <i>habitat, home, design, create, reclaimed materials</i></p> <p>Make up dances for Ugly Bug Ball (PE)  <i>travel, move, join, still, stimulus, position, balance, fast, slow, soft, smooth, jerky,</i></p>	<p>Planting seeds. Writing a list of things needed to grow a seed/plant. (Science &amp; History)  <i>first, next, then, last, finally, before, after, plant, seed, compost, water, grow, sunlight, seedling, leaf, stem, root</i></p> <p>Farming – Where does our food come from? Arrange farmer visit. (Geography, Science)  <i>Food, plants, vegetables, grow, farm, crops, harvest, meat, sustainable</i></p> <p>Small world farms – what do the animals need? (Science)  <i>meat, vegetables, grass, eat, pet, food, survive, water</i></p> <p>Explore different fruits from around the world – place on a map What is near/ far? (Geography)  <i>near, far, distance, travel, compare, British, explore, travel, journey, destination, return,</i></p>	<p>Draw a treasure map of Pirate Small world from above (Geography/ Maths)  <i>in front of, behind, next to, birds eye</i></p> <p>Map reading: plotting treasure on a map with simple symbols (Geography )  <i>birds -eye view, map, ocean, sea, land, coast, key</i></p> <p>Pirates as travellers (History) Where did they go and why? Stories and books  <i>pirate, ship, ocean, sea, treasure, journey, sail, land</i></p> <p>Pirate Ships: Floating and sinking. Which materials are good for a pirate ship? (Science)  <i>waterproof, absorbent, light, heavy, sink, float, buoyant</i></p> <p>Design a Pirate Ship: Using construction to design and build a suitable ship for a pirate. Waterproofing</p>
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<p>God, Jesus, protect, family members</p> <p>Look at / compare family photos / visits from parents/ grandparents school (History)</p> <p>same, different, similar, identical, observation</p> <p>mum, dad, sister, brother, family, grandparents (other names)</p> <p>Looking closely at our features: individual characteristics. Create self-portraits. How do we know how people feel? (PHSE, Science, Art)</p> <p>Names of facial features and body parts, unique, special, self-portrait, tones, calm, angry, sad, happy, excited, comfortable feelings, uncomfortable feelings, affect, positive, negative, consequence</p> <p>What I can do/ goal setting. Looking at individual special skills / occupations (PHSE &amp; RE)</p>	<p>dancing. Create rangoli patterns (RE, Literacy, Dance/PE, Art)</p> <p>Diwali, Hindu, religion, culture, festival, Rama, Sita, rangoli, mehndi, bhanga</p> <p>Light and Dark: children use torches to explore light and dark. (Science)</p> <p>light, dark, shadow, day, night, colour, shade, colour names, shape, dull, bright</p> <p>Learning Christmas songs (Music)</p> <p>song, melody, pulse, lyrics, perform, rhythm, pitch, effect, beater, shaker, sound, pitch, rhythm, copy, pattern, repeat, instrument, high, low, level</p> <p>Retelling Nativity story with vocabulary from story (Literacy)</p> <p>Nativity, Jesus, donkey, travel, inn, shepherd, wise men, gifts, star, shining, bright, follow, baby, worship</p> <p>Compare photos of Christmas now and in the past (History)</p> <p>compare, same, different, similar, identical, unusual, observation, change, decorations, light, past</p> <p>Compare Christmas stories – what is the same and different</p>	<p>birds -eye view, map, land, sea, ocean, coast, North Pole, South Pole, Arctic, Antarctic, habitat, coral ice, snow, mountain, forest, desert</p> <p>Icebergs - Freezing and melting – fair test (Science)</p> <p>melt, freeze, solidify, change, liquid, solid, heat, cool, warm</p> <p>Children to design the perfect outfit for an explorer (DT) Explore cutting fabrics and different joining techniques</p> <p>material, purpose, effective, join, waterproof, properties, absorbent, cut, join, tension, staple, glue, stitch, suitable, effective</p> <p>Learn joining techniques to junk model explorer props (DT)</p> <p>fold, join, hinge, tab, flange, split pin, stick, join, cover, reveal, method, effective, purpose, improve, material, tape, glue, staple, stitch</p>	<p>Butterfly print painting (Art/ Maths)</p> <p>symmetry, half, mirror image, paint, print, line, dot, zigzag, swirl</p> <p>Signs of Spring and seasonal changes (Geography, science)</p> <p>Seasons, Spring, seasonal changes, weather,</p> <p>Why do we have Easter eggs/ Why do Christians put a cross in an Easter Garden? F3 (RE) Easter, spring, palm, life, new, special, cross, palm leaves, Palm Sunday</p> <p>Easter nests – melting (Science)</p> <p>melt, solidify, change, liquid, solid, heat, cool, warm</p> <p>Learn Easter songs (Music)</p> <p>song, melody, pulse, lyrics, perform, rhythm, pitch, sound, copy, pattern, repeat, instrument, high, low,</p> <p>Easter cards with flap/ hinge (DT/ PD/ RE)</p>	<p>country, land, ocean, discover</p> <p>Senses: Children use their senses to feel, smell, look at and listen to a range of objects. Healthy eating – fruit tasting cutting skills (DT/ PD/ Science)</p> <p>rough, smooth, bumpy, hard, slimy, squashy, sharp, sour, bitter, sweet, salty, savoury, crunchy, lumpy, cut, chop, knife, safe</p> <p>What makes up a healthy diet? (PSHE)</p> <p>The importance of tooth brushing.</p> <p>carbohydrate, fruit, vegetables, starch, sugar, protein, fat, healthy, unhealthy, treat, brush, toothpaste</p> <p>Fruit and Veg Head (Access Art)</p> <p>Pablo Picasso</p> <p>model, feature, attach, mould, roll, pinch, twist, cut, carve, squash</p> <p>Logging on to Google (Computing)</p>	<p>(DT/ Science)</p> <p>Hard, soft, rough, smooth, shiny, dull, stretch, bendy, stiff</p> <p>waterproof, absorbent, hard, flexible, design, evaluate, purpose, improve, joining, material, tape, glue, staple, stitch</p> <p>Diving for treasure – Look at videos of diving and explore technology used (Computing)</p> <p>computer, ipad, technology, whiteboard, screen, diving, navigate, satellite</p> <p>Programme Beebots on a treasure map (Computing/ Maths)</p> <p>in front of, behind, forwards, backwards, left, right, birds eye, algorithm, programme, direction, forwards, reverse</p> <p>Giving directions – Left and Right – Pirate maps Using spatial language (Geography/ Maths)</p>
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	<p>good, skill, job, goal, achieve, persevere, challenges, occupation, help, strength, target</p> <p>PANTS rule (PSHE) permission, private, touch, feelings, safe, unsafe, uncomfortable</p> <p>Baby it is you: do you still look the same as when you were a baby? What about our teachers? (History &amp; Science) grow, change, baby, child, teenager, adult</p> <p>Where is our school? Place our village on a map of the UK. What in our area is near/ far? Create a 3D messy map. Local area walk and look at buildings (Geog/ Science/ History) near, far, distance, travel, compare, geographical features, buildings, town, village, beach, sea, fields, roads, shops</p> <p>Access Art- Composition VIII Kadinsky</p>	<p>about the characters? (PSHE/ History) same, different, similar, identical, unusual, observation, character</p> <p>Why do Christians perform a Nativity at Christmas? F2 (RE) celebration, advent, nativity, Jesus, incarnation</p> <p>Charanga music unit – My Stories Learn songs, find the pulse, play the rhythm, explore pitch, improvise and compose with voices (Music) song, melody, pulse, lyrics, perform, effect, pitch, rhythm, copy, pattern, repeat, instrument, high, low, level, improvise, compose</p> <p>Explorers books - collecting colour (Art) Access Art Henri Matisse colour, mix, primary, secondary, materials, straight, wavy, zig- zag, long, short, thin, thick, colour, tone</p> <p>Internet safety and how we communicate using the internet (PSHE/ Computing) internet, you tube, private information, communicate, email, chat, safe, trusted</p>	<p>Use I pads to take photos of learning photo, focus, subject, background</p> <p>Obstacle courses to cross the sea. Give directions using spatial language -prepositions (PE/ Maths ) jump, take off, landing, balance, control, height, soft knees, quiet toes, stillness, over, under, on, beside</p> <p>What is amazing about the world – creation/ Why is the word God so important? F1(RE) create, environment, sacred, worship, special, wonder, place, nature, natural, habitat</p> <p>Charanga music – Everyone Learn songs, find the pulse, play the rhythm, explore pitch, improvise and compose with voices (Music) song, melody, pulse, lyrics, perform, rhythm, pitch, effect, sound, pitch, rhythm, copy, pattern, repeat, instrument, high, low,</p>	<p>fold, join, hinge, tab, flange, split pin, stick, join, cover, reveal</p> <p>Charanga music unit – Our World Learn songs, find the pulse, play the rhythm, explore pitch, improvise and compose with voices (Music) song, melody, pulse, lyrics, perform, rhythm, pitch, effect, sound, copy, pattern, repeat, instrument, high, low</p> <p>Draw pictures on ipads (Computing) line, fill, colour, brushstroke, select, colour, drag</p> <p>What is money? How do we use it in our role play? (Maths/ PSHE) money, coin, note, pay, job, bank, card, pay, shop, change</p>	<p>keyboard, mouse, username, password, enter</p> <p>Which stories are special and why? F6 (RE) important, special, Christian, God, Jesus, care, protect, create</p> <p>Charanga music – Big Bear Funk Learn songs, find the pulse, play the rhythm, explore pitch, improvise and compose with voices , build riffs (Music) song, melody, pulse, lyrics, perform, rhythm, pitch, effect,, sound, copy, pattern, repeat, instrument, high, low, level, improvise, compose</p> <p>Draw pictures on ipads changing pen size and colour (Computing) select, colour, font, change, drag, stroke, size, delete</p>	<p>in front of, behind, forwards, backwards, left, right, birds eye</p> <p>Reflections – How have we changed and grown this year (PSHE/ History) grow, change, baby, child, teenager, adult past, future, present, same, change</p> <p>Which places are special? Why? F5 What is in our local area that is 'special'. Look at the coast and why it is special. Visit/ reflect on our local church as a special place. (History/ Geography) sea, beach, coast, sand, ocean, seaweed, rockpools, cliff field, hill, river, valley, church, shop, house, road, harbour (RE) prayer, worship, sacred, holy, alter, Bible, cross, wonder, special, place</p>
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	<p>Finding circles- discovering shapes in the environment (Art)  <i>shape names, sketch, observe, observation, 2D , 3D, shape, corners, size, colour</i></p> <p>Autumn floor textiles (Art) Access Art. Orla Kiely.  <i>wax, rubbing, resist, colour, fabric, mixing, autumn, shades</i></p> <p>Harvest Festival and its links to the creation story (RE)  <i>create, wonder, amazing, wonderful, creator, harvest, thankful</i></p> <p>Charanga music unit – Me!  Learn Nursery Rhymes/ explore songs finding the pulse, clapping the rhythm, exploring pitch (Music)  <i>song, melody, pulse, lyrics, perform, rhythm, pitch, effect,, sound, copy, pattern, repeat, instrument, high, low</i></p>		<p><i>level , improvise, compose</i></p> <p>Imaginary Landscapes (Access Art - Mark making) Collage Joanna Hoskins (local artist) or David McEown  <i>landscape, collage, paint, mix, primary, secondary, colour,</i></p>			<p>Charanga music – Reflect, Rewind, Replay  Learn songs, find the pulse, play the rhythm, explore pitch, improvise and compose with voices (Music)  <i>song, melody, pulse, lyrics, perform, rhythm, pitch song, effect, sound, pitch, copy, pattern, repeat, instrument, high, low, level, perform appraise</i></p> <p>Movement maps and Dancing to Art (Access Art)  Niki de Saint Phalle  <i>dance, create, respond, mark, zigzag, spike,</i></p>
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<p>Seasons walks and weekly forest school sessions</p>	<p>season, autumn, summer, winter, spring, weather, temperature, rain, snow, hail, ice, change, tree, hill, valley, stream, trunk, leaf, bush, plant, rain, sunshine, cloud, wind, heavy, light, strong, snow, ice, temperature, cold, warm, hot,</p> <p>Compare changes (History/ Science)</p> <p>Identifying trees and insects (Science) <b>trunk, leaf, branch, twig, roots, blossom, fruit</b></p> <p>Discussing seasonal changes and reflecting on changes in weather (Science/ History) <b>rain, snow, sun, wind, cold, warm, hot, mild, temperature</b></p> <p>Looking after the environment (PSHE) <b>environment, litter, care, wildlife, pollution</b></p> <p>Discussing the weather and how we are making sure we are warm/ hydrated etc (PSHE) <b>layers, sun, protect, cold, hot, hydrate, drink, warmth</b></p> <p>How we keep ourselves safe (PSHE) <b>safe, danger, risk, assess, protect, care, balance, prevent, rules</b></p> <p>Balancing and moving (PE) <b>balance, move, avoid, lift, bend, safe</b></p> <p>Sharing and team work (PSHE) <b>turns, share, rules, wait, patience, kind, help, support</b></p>																							
<p>Phonics</p>	<p>We use Little Wandle Letters and Sounds to teach phonics, which is a DfE validated systematic and synthetic phonics programme. The programme ensures that children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.</p> <table border="1" data-bbox="322 475 2051 1131"> <thead> <tr> <th data-bbox="322 475 600 512"><u>Phase 2</u></th> <th data-bbox="600 475 967 512"><u>Phase 2</u></th> <th data-bbox="967 475 1256 512"><u>Phase 3</u></th> <th data-bbox="1256 475 1525 512"><u>Phase 3</u></th> <th data-bbox="1525 475 1794 512"><u>Phase 4</u></th> <th data-bbox="1794 475 2051 512"><u>Phase 4</u></th> </tr> </thead> <tbody> <tr> <td data-bbox="322 512 600 831"> <p>Wk1: Phonological awareness</p> <p>Wk2: s a t p</p> <p>Wk3: i n m d</p> <p>Wk4: g o c k</p> <p>Wk5: ck e u r</p> <p>Wk6: h b f l</p> <p>Wk7: LW assessments</p> </td> <td data-bbox="600 512 967 831"> <p>Wk1: ff ll ss j</p> <p>Wk2: v w x y</p> <p>Wk3: z zz qu ch</p> <p>Wk4: sh th ng nk</p> <p>Wk5: words with –s /s/ added at the end; words ending –s /z/ (his) and with –s /z/ added at the end.</p> <p>Wk6: LW assessment</p> </td> <td data-bbox="967 512 1256 831"> <p>Wk1: ai ee igh oa</p> <p>Wk2: oo oo ar or</p> <p>Wk3: ur ow oi ear</p> <p>Wk4: air er, words with double letters dd mm tt</p> <p>Wk5: Longer words</p> <p>Wk6: LW assessment</p> </td> <td data-bbox="1256 512 1525 971"> <p>Wk1: Review Phase 3</p> <p>Wk2: Review Phase 3; words with double letters; longer words.</p> <p>Wk3: Words with two or more digraphs.</p> <p>Wk4: Longer words; words ending in -ing; compound words.</p> <p>Wk5: Longer words; words with s in the middle; Words ending -s and -es</p> <p>Wk6: LW assessment</p> </td> <td data-bbox="1525 512 1794 971"> <p>Wk1: Short vowels CVCC</p> <p>Wk2: Short vowels CVCC CCVC</p> <p>Wk3: Short vowels CCVCC CCCVC</p> <p>Wk4: Longer words: Compound words</p> <p>Wk5: Root words ending in -ing, -ed, -est</p> <p>Wk6: LW assessment</p> </td> <td data-bbox="1794 512 2051 971"> <p>Wk1: Long vowel sounds CVCC CCVC</p> <p>Wk2: Long vowel sounds CCVC CCCVC</p> <p>Wk3: Phase 4 words ending in –s, -es; Longer words.</p> <p>Wk4: Root words ending in -ing, -ed</p> <p>Wk5: Phase 4 words ending in -s, -es; Longer words.</p> <p>Wk6: LW assessment</p> </td> </tr> <tr> <td data-bbox="322 831 600 1131"> <p><u>Tricky words:</u> is l the</p> </td> <td data-bbox="600 831 967 1131"> <p><u>Tricky words:</u> put* pull* full* as and has his her go no to into she push* he of we me be</p> </td> <td data-bbox="967 831 1256 1131"> <p><u>Tricky words:</u> was you they my by all are sure pure</p> </td> <td data-bbox="1256 971 1525 1131"> <p><u>Tricky words:</u> Review all taught so far</p> </td> <td data-bbox="1525 971 1794 1131"> <p><u>Tricky words:</u> said so have like some come love do were here little says there when what one out today</p> </td> <td data-bbox="1794 971 2051 1131"> <p><u>Tricky words:</u> Review all taught so far. Secure spelling.</p> </td> </tr> </tbody> </table>						<u>Phase 2</u>	<u>Phase 2</u>	<u>Phase 3</u>	<u>Phase 3</u>	<u>Phase 4</u>	<u>Phase 4</u>	<p>Wk1: Phonological awareness</p> <p>Wk2: s a t p</p> <p>Wk3: i n m d</p> <p>Wk4: g o c k</p> <p>Wk5: ck e u r</p> <p>Wk6: h b f l</p> <p>Wk7: LW assessments</p>	<p>Wk1: ff ll ss j</p> <p>Wk2: v w x y</p> <p>Wk3: z zz qu ch</p> <p>Wk4: sh th ng nk</p> <p>Wk5: words with –s /s/ added at the end; words ending –s /z/ (his) and with –s /z/ added at the end.</p> <p>Wk6: LW assessment</p>	<p>Wk1: ai ee igh oa</p> <p>Wk2: oo oo ar or</p> <p>Wk3: ur ow oi ear</p> <p>Wk4: air er, words with double letters dd mm tt</p> <p>Wk5: Longer words</p> <p>Wk6: LW assessment</p>	<p>Wk1: Review Phase 3</p> <p>Wk2: Review Phase 3; words with double letters; longer words.</p> <p>Wk3: Words with two or more digraphs.</p> <p>Wk4: Longer words; words ending in -ing; compound words.</p> <p>Wk5: Longer words; words with s in the middle; Words ending -s and -es</p> <p>Wk6: LW assessment</p>	<p>Wk1: Short vowels CVCC</p> <p>Wk2: Short vowels CVCC CCVC</p> <p>Wk3: Short vowels CCVCC CCCVC</p> <p>Wk4: Longer words: Compound words</p> <p>Wk5: Root words ending in -ing, -ed, -est</p> <p>Wk6: LW assessment</p>	<p>Wk1: Long vowel sounds CVCC CCVC</p> <p>Wk2: Long vowel sounds CCVC CCCVC</p> <p>Wk3: Phase 4 words ending in –s, -es; Longer words.</p> <p>Wk4: Root words ending in -ing, -ed</p> <p>Wk5: Phase 4 words ending in -s, -es; Longer words.</p> <p>Wk6: LW assessment</p>	<p><u>Tricky words:</u> is l the</p>	<p><u>Tricky words:</u> put* pull* full* as and has his her go no to into she push* he of we me be</p>	<p><u>Tricky words:</u> was you they my by all are sure pure</p>	<p><u>Tricky words:</u> Review all taught so far</p>	<p><u>Tricky words:</u> said so have like some come love do were here little says there when what one out today</p>	<p><u>Tricky words:</u> Review all taught so far. Secure spelling.</p>
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<p>Reading</p>	<p>We develop a love of reading by sharing stories daily and each learning topic is underpinned by a ‘book hook’ which develops language and helps to provide contextual understanding and prior knowledge for each topic in EYFS.</p> <p>The children read their matched decodable Little Wandle book three times per week in school focussing on decoding, prosody and comprehension skills.</p> <p><u>Book Talk</u></p> <p>For each of our main texts the children story map and learn the Book Hook (or a section from the text), as a class the text is story mapped and retold to embed the language of the text. The children verbally re-enact and imitate the text so that they can create their own class version to retell. This prepares the children for writing their own stories in Year 1.</p> <p>Week 1 Story map the story/ Create actions - Retell daily using the map through the whole unit</p>																							

	<p>Week 2 Discuss vocabulary - basic comprehension  Week 3 Create a class version - story map Retell daily using the map  Week 4 Encourage children to make their own version with pre drawn story maps with blank areas  Week 5 Children to act out/ tell their story verbally - recorded - I pads  Opportunities for retelling in the provision - stage/ role play. Story maps and key vocabulary in provision as well as on display.  Summer term - more independent writing attempted.</p>					
Writing	<p>WK1 Pre-writing patterns  WK2 Pre- writing patterns  WK3 Name writing  WK4 Spell words using grapheme cards  WK 5: Spell words using grapheme cards  WK6 Spell words using grapheme cards/ whiteboards  WK 7 LW assessment</p> <p>phoneme, grapheme, segment, blend, decode, word, formation, tripod grip</p>	<p>WK 1 Segment VC  WK 2 Segment CVC  WK 3 Segment CVC  WK 4 Segment CVC  WK5 Segment with digraphs  Wk 6 Segment with digraphs)  Wk 7 LW Assessment</p> <p>phoneme, grapheme, segment, blend, decode, word, formation, tripod grip, digraphs</p>	<p>WK 1 Segment digraphs  WK 2 Segment CVC  WK 3 Label CVC story pictures  WK 4 Write short story phrase - dictated  WK5 List explorer equipment  Wk 6 Write penguin facts with digraphs - dictated  Wk 7 LW assessment</p> <p>segment, blend, decode, digraph, trigraph, formation, tripod grip. word, finger space, list, facts, non-fiction</p>	<p>WK 1 Write short sentences  WK 2 Write a list  WK 3 Write short sentences of minibeast facts.  WK 4 List adjectives to describe minibeasts  WK5 Riddle with CL/.  Wk 6 LW Assessment</p> <p>finger space, capital letter, full stop, segment, blend, decode, phoneme, grapheme, digraph, trigraph, fact, non - fiction, title, describe, adjective</p>	<p>Wk 1 Write a short recount  Wk 2 Write beanstalk story sentences  Wk 3 Write captions for bean lifecycle  Wk 4 List vegetables  Wk 5 Write story sentences  Wk 6 LW Assessments</p> <p>finger space, capital letter, full stop, segment, blend, decode, phoneme, grapheme, digraph, trigraph, fact, non – fiction, fiction</p>	<p>Wk 1 Add captions to story map  Wk 2 Write a list for pirate adventure  WK3 What is a letter? Ask pirates questions.  Wk 4 Annotate maps  WK5 Write facts about a country  WK6 LW assessments</p> <p>address, post, stamp, message, question, answer.</p>
PSHE and RHE	<p>Children develop their understanding of P.S.H.E from the onset, not only through their everyday learning, but through carefully planned PSHE lessons which are taken from the PSHE Association, independent and guided learning opportunities and contextualised circle times. Children are encouraged and supported to follow our school and live by British Values which underpin the curriculum. Throughout their time in the early years, children have the opportunity to consider their own views and opinions as they are encouraged to consider those of others, for example in Term One when they look closely at their own and each other's families. Through their PE sessions they begin to understand about the importance of physical health and in Spring 1, they learn about eating healthy as an important factor in their own growth and development. Each and every lesson is designed by the nature of its delivery, to support children to strengthen their relationships, self- awareness, self-confidence and develop skills in managing their own feelings and behaviour, making them more mindful of the feelings of their peers.</p>					
<p><u>Relationships</u>  *Families and friendships  *Safe relationships  *Respecting ourselves and others</p>		<p><u>Living in the wider world</u>  *Belonging to community  * Media literacy &amp; digital resilience  * Money and work</p>		<p><u>Health and wellbeing</u>  *Physical health and mental wellbeing  *Growing and changing  *Keeping safe</p>		



PE	The Reception children develop their gross and fine motor skills through the indoor and outdoor continuous provision including loose parts for constructing and creating, wheeled toys and carefully planned activities to focus on developing particular skills. The children also have weekly PE lessons following the Complete PE programme which develops a wide range of skills in preparation for KS1.					
	<u>Attack v Defence</u> Games for Understanding	<u>Gymnastics</u> High, low, over, under	<u>Dance</u> Dinosaurs	<u>Ball Skills</u> Feet	<u>Locomotion</u> Walking	<u>Swimming</u> Water confidence and floating
Science	Throughout their Reception year, children are exposed to core scientific principles, they are encouraged to question the world around them and talk about the observations they make. For example, in Autumn 1 during their ‘Superhero Me’ topic, they look closely at their own features, they learn about their body and the amazing things it can do. In Autumn 2 they will explore light and dark as part of their learning about Diwali. As part of their ‘Explorers’ topic, they melt ice blocks, introducing them to the principle of simple tests. When they become pirates, they explore the science of floating and sinking as they make boats with different materials. During our growing topic, the children become young Botanists when they grow plants from a seed and they develop their observational skills as they closely watch them grow and change. Finally, in our minibeasts topic, the children will learn about habitats and the life cycle of minibeasts and frogs.					
History	Children in our Reception classes begin to learn the concept of history as they develop an awareness of past events in their own lives. During their ‘Superhero Me’ topic, they remember special events such as their birthdays and other family events. As part of their ‘explorers’ topic, they learn about significant explorers in history such as Scott and look at historic pictures of explorers. Children are introduced to the concept of a timeline as they look closely at how things change over time including, plants, animals and the chronology of their own lives when they look closely at how they have changed since they were born. Children are introduced to a range of stories which promote discussions such as how lives have changed over time.					
Geography	Children in our Reception classes begin to develop their geographical understanding and vocabulary through topics, where they learn that there is a world beyond their own doorstep. Through stories, role-play, small -world play and visits to places such as: the zoo, they begin to understand that there are other countries in the world, developing an early concept of biodiversity. They begin to develop other geographical skills such as mapping and fieldwork, during their ‘Proud Pirates’ topic where they create their own maps to locate treasure. First- hand experiences and learning outside in the natural environment help them to learn about the importance of caring for our planet and lays the foundations for developing an understanding of physical and human geographical features.					
Music	Children in in Reception develop knowledge of sound, songs, music and instruments from the very beginning of the year and throughout their time in Reception. They have continual access to musical instruments where they can explore and distinguish the different sounds (timbre) that musical instruments make and how they can be played differently to create a new sound or dynamic. They use songs, music and dance as a way of expressing themselves freely during their independent learning time but equally teachers use music throughout the curriculum. For example, the use of musical instruments in Maths lessons supports children’s understanding of pattern, children learn dance as part of their P.E. lessons and in Autumn 2, as part of their ‘celebrations’ topic children listen to and recreate Traditional Indian music. Children are also introduced to the concept of rhythm and beats during their music sessions.					
Art	Children in our Reception classes develop a love of art through their imaginative play as well as through guided sessions. Children are encouraged not only to express themselves freely by exploring and creating with variety of materials, tools and techniques. They experiment with colour, design, texture, form and function in order to create purposeful marks and they are taught the skills which enable them to do this safely. For example, as part of their ‘Superhero Me’ topic children learn to paint in the style of great artists such as Andy Warhol when they paint self-portraits. In Autumn 2 they learn how to correctly mix colours and print as they create firework scenes. During our minibeasts topic, they learn to use clay and natural materials to create sculptures. During our growing topic, children are asked to make observational drawings and paintings – learning about the importance of thick and thin brushes.					
DT	Children in our Reception classes begin to develop their understanding of Design and Technology from the very beginning. Through the safe use of scissors, paintbrushes, playdough modelling tools and construction, children learn ‘the best tools for the job’. Throughout the year, children have access to a well-resourced creative area where they design and make their own models; it is here they discover the joys of PVA glue compared to a glue stick or masking tape					

	compared to sticky tape. In ‘explorers’ the children design outfits for explorers, they design vehicles to explore and are encouraged to create moving parts and articulate a rationale for their designs. In our minibeasts topic they are asked to design and make bug homes and in our Pirates topic they have to design and make a Pirate ship – testing it for floating properties.					
Computing	Children in our Reception classes learn to use technology in a responsible, competent, and confident manner on a day-to-day basis during their independent learning through the use of Bee-Bots and iPads. However, it is in Summer 1 where their developing knowledge of computing is brought to life. Here children will learn about early programming and algorithms as they program Bee-Bots around a pirate map. They will begin to think logically about the equipment needed to dive to find treasure, as well as exploring how video and photographic footage is available for us to look at. Throughout the year, children will begin to understand the scope of technology; for example when they use Google Earth to look at a view from space as part of their ‘Explorers’ topic.					
RE	Children in our Reception classes are prepared for future R.E. learning throughout their everyday curriculum. As they learn alongside each other, they learn tolerance, kindness and sensitivity. Children are always encouraged to ask questions, articulate their ideas and listen to others’ opinions and beliefs in a respectful manner. For example, in Term 1, during their ‘Superhero Me’ topic, children discuss their families and special events in their lives; they share how they celebrate events and begin to understand that there are differences between the way in which families live. They look at what makes them unique and what makes their friends just as unique. In our ‘Celebrations’ topic the children learn about a range of cultures, religions and festivals, including the Hindu and Sikh festival of lights, Diwali. Through carefully planned reading sessions outlined at the top of the document, children learn that different communities have different ideas, values and identities.					
Maths	<p>We use NCETM Mastering Number to develop a deep understanding of number within our Reception class.</p> <p>The areas covered are <b>Cardinality and Counting</b> The cardinal value of a number refers to the quantity of things it represents, e.g. the numerosity, ‘how-many-ness’, or ‘threeness’ of three. When children understand the cardinality of numbers, they know what the numbers mean in terms of knowing how many things they refer to. Counting is one way of establishing how many things are in a group, because the last number you say tells you how many there are. Children enjoy learning the sequence of counting numbers long before they understand the cardinal values of the numbers. Subitising is another way of recognising how many there are, without counting.</p> <p><b>Comparison</b> Comparing numbers involves knowing which numbers are worth more or less than each other. This depends both on understanding cardinal values of numbers and also knowing that the later counting numbers are worth more (because the next number is always one more). This understanding underpins the mental number line which children will develop later, which represents the relative value of numbers, i.e. how much bigger or smaller they are than each other.</p> <p><b>Composition</b> Knowing numbers are made up of two or more other smaller numbers involves ‘part-whole’ understanding. Learning to ‘see’ a whole number and its parts at the same time is a key development in children’s number understanding. Partitioning numbers into other numbers and putting them back together again underpins understanding of addition and subtraction as inverse operations. By developing a deep understanding of the number system our pupils are well placed to move on to Year 1.</p>					
Number NCETM Mastering Number	<b>WK1:</b> Assessment <b>WK 2:</b> Subitising to 3 <b>WK 3:</b> Counting: sequence – 1:1 correspondence, cardinality <b>WK 4:</b> Composition of 3 and 4 <b>WK 5:</b> Subitising to 4; perceptual and conceptual; making 4	<b>WK1</b> Focus on counting to 5 <b>WK2</b> Comparison by matching <b>WK3</b> The concept of the whole <b>WK4</b> Composition of 5 <b>WK5</b> Counting beyond 5 <i>subitise, altogether, part, whole, altogether,</i>	<b>WK1</b> Subitising amounts to 5 with numerals <b>WK2</b> Ordering numbers to 5 – Focus on 1 more <b>WK3</b> The composition of 5 – missing numbers <b>WK4</b> 5 and a bit numbers <i>subitise, altogether, part, whole, altogether,</i>	<b>WK1</b> Counting sequence – ordinality of 1-5. 1 more and 1 less within 10. Linking ordinality and cardinality. <i>more, less, count on, count back, number amount,</i> <b>WK2</b> Comparison using knowledge of	<b>Wk 1</b> Counting larger amounts – strategies for counting <i>move, touch, change position, 1:1 correspondence, number name, count on</i> <b>WK2</b> Structured arrangements	<b>Review and assess</b> <b>WK1</b> Seeing’ small quantities and numbers within larger amounts. Introduction to the rekenrek. <i>part, whole, rekenrek, side, together</i> <b>WK2</b> Strategies for counting. Recognising the pattern of the

	<p>subitise, altogether, part, whole, altogether, amount, number, count, partition, combine</p> <p><b>WK 6</b> : Comparison Focus on language and think about attributes more than, less than, equal, unequal, altogether, a lot, a little</p>	<p>amount, number, count, partition, combine</p>	<p>amount, number, count, partition, combine, missing, five, a bit</p> <p><b>WK5</b> Equal and unequal groups equal, unequal, the same, different, difference</p>	<p>ordinality rather than comparison by matching of quantities. Children to notice whether a change creates a number which is more or less than another. more, less, count on, count back, number amount, change</p> <p><b>WK3</b> Composition of 7 as 2 groups. Focus on 5 and a bit subitise, altogether, part, whole, altogether, amount, number, count , partition, combine, missing</p> <p><b>WK4</b> Subitising within 6. Look at doubles; which numbers can be made using doubles and which numbers cannot. subitise, altogether, part, whole, altogether, amount, number, count, partition, combine, missing, double, equal, groups</p> <p><b>WK 5</b> Subitising with 6 - Doubles and not double subitise, altogether, part, whole, altogether, amount, number, count, partition, combine,</p>	<p>including the tens frame arrangements, patterns, same, different , next to, beside, alongside, above, underneath, part, whole, double, odd, even</p> <p><b>WK3</b> Representations of numbers using fingers and 10-frames subitise, altogether, part, whole, altogether, amount, number, count, partition, combine, missing</p> <p><b>WK4</b> Doubles using different representations equal, unequal, the same, different, double, part, group, whole</p> <p><b>WK5</b> Ordinality – comparing number needs, to make, part, whole, represent, number, more, amount, subitise, more, less, count on , count back</p>	<p>counting system, when beginning to count beyond 20. pattern, tens, ones, count on, count back,</p> <p><b>WK3</b> Comparing groups of objects that are of different sizes/colours/attributes Developing a sense of magnitude e.g., knowing that 8 is a lot more than 2, but that 4 is only a little bit more than 2. more than, less than, equal, unequal, altogether, a lot, a little</p> <p><b>WK4</b> Investigating ‘parts’ and ‘wholes’. Exploring the composition of numbers to 10. Investigating equivalence, doubles and making odd and even numbers.</p> <p><b>WK5</b> Continuing to practically explore the composition of numbers to 10. Investigating 5 as a key ‘anchor’ in our number system. Beginning to generalise about 1 more/1 less within 10. subitise, altogether, part, whole, altogether, amount, number, count, partition,</p>
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				<p>missing, double, equal, groups, unequal</p> <p><b>WK6</b> Sort odd and even numbers by looking at their tops; odd blocks and flat tops</p> <p>odd, even, flat, pairs, flat</p>		<p>combine, missing, double, equal, groups, more, less</p> <p><b>WK6</b> Learning the 'numbers within' 3, 4, 5 and 10. Knowing double facts, up to 5 and 5 make 10. Investigating whole amounts and hidden quantities within 5.</p> <p>subitise, altogether, part, whole, altogether, amount, number, count, partition, combine, missing, double, equal, groups, more, less</p>
<p>Space, shape and measure (NCETM)</p>	<p><b>Space, shape and measure</b> is taught through discrete teaching sessions and through the continuous provision – this has been aligned to NCETM progression to give meaningful opportunities for pupils to develop and apply the skills needed in this area of learning.</p> <p><b>Measure</b> Mathematically, measuring is based on the idea of using numbers of units in order to compare attributes, such as length or capacity. Although young children engage with using rulers and experience being measured in centimetres, kilos – and years! – the measuring units themselves are hard to understand. Children need to realise which attribute is being measured, e.g. weight as opposed to size, and the idea of conservation: that the amount stays the same, even if the appearance alters, e.g. if dough is stretched out or in bits. In order to understand units, they need to realise that two items can be compared using a third item, or 'go between', such as a stick. Finally, children need to understand how equal size units are used repeatedly to express an amount as a number. While young children can engage actively in making comparisons and exploring equivalence of length, volume, capacity and weight in different ways, some of these ideas are challenging and will develop later in primary school</p> <p><b>Pattern</b> Seeking and exploring patterns is at the heart of mathematics (Schoenfeld, 1992). Developing an awareness of pattern helps young children to notice and understand mathematical relationships. Clements and Sarama (2007) identify that patterns may provide the foundations of algebraic thinking, since they provide the opportunity for young children to observe and verbalise generalisations. The focus in this section is on repeating patterns, progressing from children copying simple alternating AB patterns to identifying different structures in the 'unit of repeat', such as ABB or ABBC. Patterns can be made with objects like coloured cubes, small toys, buttons and keys, and with outdoor materials like pine cones, leaves or large blocks, as well as with movements and sounds, linking with music, dance, phonics and rhymes. Children can also spot and create patterns in a range of other contexts, such as printed patterns, timetables, numbers and stories.</p> <p><b>Shape</b> Mathematically, the areas of shape and space are about developing visualising skills and understanding relationships, such as the effects of movement and combining shapes together, rather than just knowing vocabulary. Spatial skills are important for understanding other areas of maths and children need structured experiences to ensure they develop these. Here, the focus is on actively exploring spatial relations and the properties of shapes, in order to develop mathematical thinking (rather than on shape classification, which requires prior knowledge of properties).</p>					

	<p><b>Space and Shape</b> WK1 assessments</p> <p><b>WK 2 Show awareness of properties of shape</b> Printing/ making pictures using 3D shapes to print - what shapes do the faces make? (SS P 4) square, circle, rectangle, triangle, hexagon, sides, straight, corners, curved</p> <p><b>WK3 Show awareness of properties of shape</b> What shapes can you make with three people inside a loop of string? What about with four people? What is the same and what is different? (SS P 4) straight, curved, edge, corner, same, different, triangle, square</p> <p><b>WK4 Describing properties of shape</b> Guess the shape (SS p5) straight, curved, edge, corner, same, different, triangle, square</p> <p><b>WK5 Describing properties of shape</b> Shape hunt - how many different examples can we find of known 2D shapes? Look for lots of</p>	<p><b>Pattern</b> <b>WK1 Identify unit of repeat</b> AB pattern (Recap from pre school ) (P p3) unit, repeat, pattern, extend, end, start</p> <p><b>WK2 Continuing patterns</b> ABC patterns AABB patterns ABB patterns (P p4/5) unit, repeat, pattern, extend, end, start</p> <p><b>WK3 Continuing patterns</b> ABBC patterns (P p4/5) unit, repeat, pattern, extend,, end, start</p> <p><b>WK4 Making their own ABB/ ABBC patterns</b> - encourage the use of a range of items (P p5) unit, repeat, pattern, extend, create, end, start, generalise</p> <p><b>WK5 Spotting errors in ABB patterns</b> (P p6) unit, repeat, pattern, mistake, correct', end, start</p> <p><b>WK6</b> Make a pattern around a circle - decorations (P p8) unit, repeat, pattern, mistake, correct', end, start</p>	<p><b>Pattern</b> <b>WK1 Symbolise the unit structure</b> This is a ... /... pattern. i call it an A (one of these) B (one of these)"Include patterns of movement/ musical instruments etc (P p6) unit, repeat, pattern, extend, create, end, start, symbol, represent</p> <p><b>WK2 Generalise pattern to a different context</b> (P p7) unit, repeat, pattern, extend, end, start, rule, material</p> <p><b>WK3</b> Make a pattern around a border with a fixed number of spaces (P p9 ) unit, repeat, pattern, extend, end, start, continues</p> <p><b>WK4 Pattern spotting around us</b> Look for patterns in nature/ clothing, wallpaper etc (P p10 ) unit of pattern, extend, copy, create, next to</p> <p><b>WK4 Pattern spotting around us</b> Create our own wrapping paper</p>	<p><b>Shape and space</b> <b>WK1 Show awareness of properties of shape</b> Designing and making bug hotels (SS P 4) purpose, cylinder, cuboid, join, size, circle, rectangle</p> <p><b>WK2 Identifying similarities between shapes</b> Making insect pictures using shapes - Tangrams (SS P 3) rotate, shape, sides, straight, curved, flip</p> <p><b>WK3 Identifying similarities between shapes</b> Making pictures from found materials (insects) (SS P 3) rotate, shape, sides, straight, curved, flip</p> <p><b>Measure</b> <b>WK4 Comparing amounts of continuous quantities</b> Weighing different insects - which one is the heaviest? (M p2) weigh, weight, estimate, balance, equal, heavier, lighter, heaviest, lightest</p> <p><b>WK5 Comparing amounts of</b></p>	<p><b>Measure</b> <b>WK1 Comparing amounts of continuous quantities</b> Capacity Which plant pot will hold the most? Practise learning about capacity and comparing using sand/ water/ soil and different containers (M p2) capacity, most, least, estimate, compare, equal</p> <p><b>WK2 Show awareness of comparison in estimating and predicting</b> (M p3) Which container fits which plant? What clothes would you use to dress which doll etc (M P3) size, fit, big, small, space,</p> <p><b>WK3 Compare indirectly</b> (M p3) Order plants by size Order plant pots by capacity/ watering cans biggest, smallest, order, size, capacity, weight</p>	<p><b>Measure</b> <b>Wk 1 Experience specific time durations</b> How quickly can you complete the pirate course? How do you know if you are getting faster? (M p6) time, minute, second, longer, shorter, quicker, slower, faster, smaller, larger</p> <p><b>Wk 2 Measure Experience specific time durations</b> How many coins can you find in a minute? (M p6) time, minute, second, longer, shorter, quicker, slower, faster, smaller, larger</p> <p><b>Shape and space</b> <b>WK3 Developing spatial vocabulary</b> Left and right - directing the pirate to find the treasure. It is to the left of.. (SS P2) left, right, forward, backwards, next to , in, on, under, up, down, across</p> <p><b>WK4 Developing spatial awareness: experiencing different</b></p>
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	<p>different orientations/ representations - "It is a ... because it has ...." (SS p5)</p> <p>straight, curved, edge, corner, same, different, sides, corners, triangle, square, circle, rectangle, hexagon</p> <p><b>WK5 Developing awareness of relationships between shapes</b> Model houses - Use plasticine to keep together / Making 3D shapes using interlocking 2D shapes (SS p 5)</p> <p>rectangle, triangle, upright, arrange, face, side, corner</p>		<p>using shapes to create repeating patterns (P p10 )</p> <p>unit of pattern, extend, copy, create, next to</p>	<p><b>continuous quantities</b></p> <p>Comparing length - Give children a piece of string and encourage them to find items that are taller/ shorter and longer and shorter. (M p2)</p> <p>length, longer, shorter, height, taller, shorter, tallest, shortest, longest</p>	<p><b>WK4 Recognise relationship between size and number of units</b> Who can fill their plant pot the quickest? Which implement will be the quickest? Spoon sizes etc (M p4)</p> <p>smallest, largest, fill, half full, quickest, slowest, faster, capacity</p> <p><b>WK5 Use units to compare things</b></p> <p>Measuring beanstalks using cubes (M p5)</p> <p>height, tallest, shortest, taller, shorter</p> <p><b>WK6</b> Set up an estimation station / filling station What will fit in ... with a range of objects. Which has the biggest capacity? (M p5)</p> <p>estimate, capacity, holds, amount, fill, most, least, less, more</p>	<p><b>viewpoints</b></p> <p>Programming Beebot on a treasure map (SS P1)</p> <p>left, right, forward, backwards, turn, rotate</p> <p><b>WK5 Representing spatial relationships</b></p> <p>Mapping a pirate land from above - small world (SS P3)</p> <p>in front of, behind, forwards, backwards, left, right, birds eye, next to</p>
<p>Daily measure activities</p> <p>Discussing activities and o'clock times at registration, lunchtime , tidy up time etc -</p> <p>Beginning to use time to sequence events (M p5)</p> <p>Daily visual timetable and making their own timetable each day selecting activities and ordering - first, next, then, last, finally, before, after</p> <p>Events on a class calendar to count down to (M p6) next week, next month, future, past, tomorrow, yesterday</p> <p>Timers for challenges in provision minute, time, length, start, finish,</p> <p>Using songs to time challenges i.e. tidying up time, length, start, finish</p> <p>Daily discussion about o'clock times at registration/ lunch etc</p>						



At the South Hams Federation, we are all inclusive schools and feel it is important to be understanding and tolerant of other faiths and beliefs. Each month we focus on a different festival in assembly. Some of the festivals are listed below.

<p>Festivals and celebrations</p> <p>Understand that some places are special to members of their community.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>Harvest (Christian)</p> <p>Yaum- Arafah (Muslim)</p> <p>Sukkot (Jewish) 20-27/9</p> <p>Divali 4/11 (Hindu)</p> <p>Advent Sunday 28/11 (Christian)</p> <p>Hanukkah 28/11 – 6/12 (Jewish)</p> <p>Christmas 25/12 (Christian)</p>	<p>Birthday of Guru Gobind Singh (Sikh) January</p> <p>Ganjitsu Japanese New Year 1-3/1</p> <p>Chinese Lantern Festival 15/2</p> <p>Valentine’s Day 14/2</p> <p>Shrove Tuesday (Christian) 1/3</p> <p>Palm Sunday 28/3 (Christian)</p> <p>Holi 29/3 (Hindu)</p> <p>Passover (Jewish) 27/3 – 4/4</p>	<p>Ramadan (Muslim) 2/4 – 1/5</p> <p>May Day 1/5</p> <p>Eid Ul Fitir (Muslim) 2-3/5</p> <p>Shavuot (Jewish) 4-6/6</p> <p>Summer Solstice (Pagan) 21/6</p> <p>Chokhor Duchen (Buddhist) June/July – Date changes</p> <p>Birthday of Haile Selassie (Rastafarian) 23/7</p>
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<p><b>To become a Confident Communicator</b></p> <p>who listens carefully in different situations, is confident to talk to friends and adults in full and correct sentences, joins ideas using conjunctions, asks questions about the world and is keen to learn and use new vocabulary to share their ideas</p>	<p><b>To become an Independent Individual</b></p> <p>who has a growth mindset, selects their own resources, can manage their own personal needs independently and confidently and knows how to stay fit and healthy</p>	<p><b>To become a Fantastic Friend</b></p> <p>who is kind, caring and helpful, shows empathy and respect to others, works and plays co-operatively whilst considering others' ideas and feelings: Being Kind, Safe and Responsible</p>	<p><b>To become an Amazing Athlete</b></p> <p>who can show strength, balance and co-ordination when playing, move confidently and safely in a variety of different ways, use a range of equipment and can assess risks</p>
<p><b>To become a Talented Tool User</b></p> <p>who can hold a pencil effectively and uses a range of tools (for example scissors, cutlery, paintbrushes, tweezers, sewing needles) safely and with confidence</p>	<p><b>To become a Brilliant Bookworm</b></p> <p>who enjoys listening to stories, loves reading, is confident to read aloud and loves to talk about the books they have engaged with: applying the new vocabulary and story language they have learnt from books in their play and creating their own versions of stories</p>	<p><b>To become a Wow Writer</b></p> <p>who seeks out writing for a range of purposes, forms letters correctly, and is proud to write words and simple sentences that can be read by others</p>	<p><b>To become a Master of Maths</b></p> <p>who enjoys working with numbers and can: show a deep understanding of numbers to 10; recognise patterns within the number system; subitise; compare quantities and recall number bonds to 5</p>
<p><b>To become an Exceptional Explorer</b></p> <p>who can show curiosity about the world around them, who understands how to read and draw a simple map and is able to talk about differences in the past and present using pictorial evidence to support their judgements</p>	<p><b>To become a Compassionate Citizen</b></p> <p>who can help to look after their community and care for the environment, knows some reasons why the local area is special and has an awareness of other people's cultures and beliefs</p>	<p><b>To become a Proud Performer</b></p> <p>who has the confidence to speak to an audience, can retell stories with expression and confidence and plays a range of percussion instruments correctly and with good rhythm</p>	<p><b>To become a Dynamic Designer and Amazing Artist</b></p> <p>who can choose and safely use the resources they need to make their creations, talk about what they have made and how they have made it and is proud to share their achievements</p>