

**TELAT EYFS Curriculum Vision**

*At The Eveleigh Link Academy Trust we recognise that a child's experiences up to the age of five have a huge impact on their future life. We treat children as the individuals they are, celebrating their differences and their strengths, supporting their needs and enabling them to reach their full potential. As a result, our curriculums and daily practice are flexible, responsive and ambitious, taking into consideration the three Characteristics of Effective Learning: playing and exploring, active learning and creating and thinking critically. Our curriculums are based upon the standards set in the statutory EYFS Framework (2021) and supported by the non-statutory guidance of Development Matters (2021) alongside knowledge of our children, families and local communities. This knowledge is interwoven in the seven Areas of Learning and Development, to ensure progress towards meeting our end of year curriculum goals and the Early Learning Goals (ELGs) by the end of the Reception year and appropriately prepare them for year one. We aim to give our children the best possible start.*

**Maltese Road Primary School EYFS Curriculum Vision**

We at Maltese Road Primary School we want our children to be happy, confident, well-rounded individuals with a love for learning. We connect with the idea that play is an essential characteristic of learning and that every child should have the opportunity to learn through play. Learning should be welcoming, fun, engaging and suitably challenging for all individuals. We believe we can achieve this by offering a safe, enriched and stimulating environment that builds on each individual's wants, needs and interests to promote children's individuality and independence. We value the importance of our outdoor environment and trust that it will spark their intellectual curiosity. Our setting and curriculum provide our children with rich opportunities to develop their communication and thinking skills. We are committed to providing the best possible start to their school life, teaching them skills, and giving them experiences, which will ensure their well-being, love for learning ability to build strong relationships. With our ambitious curriculum, we look at nurturing our children to be the best individuals that they can be.

**Educational Programmes**

Prime Areas			Specific Areas			
<b>Communication &amp; Language</b>	<b>Personal, Social &amp; Emotional</b>	<b>Physical</b>	<b>Literacy</b>	<b>Mathematical</b>	<b>Understanding the World</b>	<b>Expressive Arts &amp; Design</b>
Communication and language are an integral part of our environment. Through meaningful and responsive interactions with adults, children develop communication skills, explore, and extend vocabulary, have shared experiences and deepen understanding. Sensitive but probing questioning used to encourage elaboration, clarity of thinking and an improved understanding and use of vocabulary. Thought provoking images and questions are shared often to encourage children to appreciate and challenge	We strive to enable children to be safe, happy and confident individuals. Our environment and daily routine are designed to promote executive function skills and self-regulation. We also follow our school's approach to having Peaceful Friday time to reflect and engage in mindfulness activities; a way of promoting children's ability to self-regulate and live in the moment. Alongside class rules, modelling good behaviour and reflective discussions, children develop an understanding of	Children are taught the importance of regular exercise and its effect on our physical, mental, and emotional wellbeing. They take part in regular PE lessons following the whole school curriculum, which includes dance, gymnastics, invasion games and athletics. After Autumn half term, children are offered an additional sports lesson with our external sports specialist. They join in with whole-school and trust sports days. They are given opportunities to develop their fine	Phonics is organised following the Letters and Sounds programme, 'Little Wandle' to promote enriched daily whole class sessions for all learning styles. Books are used as teaching tools to enhance our curriculum, with the ambitions of developing a rich vocabulary for our unique individuals and their future lives. Children are given books to match their phonics knowledge to encourage their fluency and love for reading. Adults model confident storytelling using texts and real-life experiences in various contexts.	Maths is everywhere! Children learn about it through play and daily experiences in meaningful ways. They actively learn to sort, explore, compare, count, calculate, describe, subsidise, and manipulate numbers through the resources and activities in their environment. They learn to become creative, critical thinkers, problems solvers and brave learners. Additionally, maths is regularly taught as a short whole class session and followed up with group work within the	Children are given experiences to help develop their awareness, understanding, respect and appreciation of a world beyond and before themselves. Weekly observational drawing sessions help them attend to details by becoming scientists. Termly visits to Admirals Park help children to discover seasonal changes in nature and develop their map skills. The children develop their understanding of an ecologically diverse world through planting and care of animals. Children learn about similarities and	We believe that creative expression is an important tool for developing children's self-esteem, confidence, and individuality. We provide children with a range of resources and tools to facilitate this in areas such as the painting and construction zones. During circle time, children share creations and receive peer support to help refine both the process and outcome. Children learn stories, rhymes, poems and songs then perform these using 'Mini Mes' in small world, on our outdoor stage with

discussions. Through various sized groups and contexts, children are encouraged to pay attention to, respond to and question what they hear and see.	themselves and others. Independence in learning and self-care is encouraged to develop resilience, a 'have a go' attitude and a positive sense of self. Children engage in regular whole class sessions from The Jigsaw Approach, which links to the whole school approach to PSHE education.	motor skills through a range of resources, tools, activities, and structured feedback within continuous provision. Children take part in daily Funky Fingers, including Dough Disco sessions, to develop their strength and dexterity, which aids the development of handwriting.	Small world and role-play activities encourage children to do the same. Writing resources are incorporated throughout the environment to encourage spontaneous mark making; children's attempts and creativity are celebrated. We hope to inspire them to write independently following whole class literacy sessions such as super sentences and shared writing.	environment. We base our lessons upon White Rose Maths. Following a mastery approach, children use a combination of concrete objects, pictorial representations, and abstract ideas to develop reasoning and problem-solving skills and ultimately deepen their understanding.	differences in cultures and customs through visits from family and community members, as well as a permanent domestic role-play that evolves with festivals and celebrations. We all tell our own stories and use books to learn about others and expand vocabulary.	peers, to the school and parents in Harvest Festival and the Nativity. 'Artist of the week' is used to celebrate a member of the arts world, e.g., musicians & sculptors. Children also take part in weekly Charanga music lessons and whole school singing assemblies.
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**Curriculum Goals**

<b>Communication &amp; Language</b>	<b>Personal, Social &amp; Emotional</b>	<b>Physical</b>	<b>Literacy</b>	<b>Mathematical</b>	<b>Understanding the World</b>	<b>Expressive Arts &amp; Design</b>
<ul style="list-style-type: none"> <li>• <b>ASK</b> a relevant question, make a relevant comment</li> <li>• <b>CONVERSE</b> in a back-and-forth exchange with friends &amp; teachers</li> <li>• <b>EXPRESS</b> ideas and feelings confidently.</li> </ul>	<ul style="list-style-type: none"> <li>• Show empathy to others and develop <b>STRONG RELATIONSHIPS</b>.</li> <li>• Show <b>DETERMINATION</b> and <b>RESILIENCE</b> to overcome difficulties.</li> <li>• Show <b>CURIOSITY</b> about the world around them.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>USE</b> cutlery with confidence</li> <li>• <b>HOLD</b> a pencil effectively</li> <li>• <b>RIDE</b> a two-wheeled bike.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>TALK</b> about a favourite story</li> <li>• <b>RETELL</b> a story through play</li> <li>• <b>READ</b> a book with Phase 3 sounds.</li> <li>• <b>WRITE</b> a simple sentence and tell an adult what it says.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>UNDERSTAND</b> in depth numbers to 10, including number bonds</li> <li>• <b>RECOGNISE</b> the pattern of the counting system</li> <li>• <b>COMPARE</b> quantities in different contexts</li> <li>• <b>EXPLAIN, REASON &amp; PROBLEM SOLVE</b> using numbers to 10.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>KNOW</b> their family tree</li> <li>• <b>CARE</b> for living things</li> <li>• <b>APPRECIATE</b> different religious and cultural communities locally and around the world</li> <li>• <b>UNDERSTAND</b> how to read a simple map.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>CREATE</b> a piece of art and talk about the process</li> <li>• <b>PERFORM</b> a story, song, poem or rhyme to an audience.</li> </ul>

**EYFS Curriculum Content**

Each planned theme is included in the curriculum for specific reasons. They do not run for a specific amount of time but are based on the children's current learning, therefore a topic can run from between two and seven weeks. Each topic has related resources and activities that can be used in enhanced provision alongside those related to need and those inspired by the children's interests.

Term	Autumn		Spring		Summer	
Topics	I AM ME	LONG LONG AGO	IMAGINATION LAND		LET THE ADVENTURE BEGIN	
Themes	Starting school Getting to know you Me and my family	Superhero Local heroes	Fairy tales Plants	Space Lifecycles	Dinosaurs Mini-beasts	Under the sea Pirates Sea animals
Enrichment activities	<ul style="list-style-type: none"> <li>Pre walk to the church (Autumn walk)</li> <li>Harvest Festival</li> </ul>	<ul style="list-style-type: none"> <li>Road Safety</li> <li>Nativity</li> <li>Superhero day</li> <li>Pantomime trip</li> <li>Walk to the post box and post letter (Christmas/family)</li> </ul>	<ul style="list-style-type: none"> <li>Nature Scavenger Hunt</li> <li>Kings and Queens Day</li> <li>Bedtime stories (DTBC)</li> </ul>	<ul style="list-style-type: none"> <li>Easter Egg Hunt</li> <li>Living Eggs (ducks)</li> <li>Walk to Admirals Park</li> <li>Space day</li> <li>Plant seeds</li> </ul>	<ul style="list-style-type: none"> <li>Zoo visit</li> <li>Walk to Admirals Park</li> <li>Animal/dinosaur day</li> <li>Visit from local paramedic/firefighter/police officer</li> </ul>	<ul style="list-style-type: none"> <li>Pirate Day</li> <li>Ice – Cream at Admirals Park</li> <li>Sports day</li> <li>Trip to Colchester zoo</li> </ul>
Celebrations/ Awareness Days	<ul style="list-style-type: none"> <li>Harvest Festival</li> <li>Black History Month (October)</li> <li>Halloween (31/10)</li> </ul>	<ul style="list-style-type: none"> <li>Diwali (4/11)</li> <li>Bonfire Night (5/11)</li> <li>Remembrance (11/11)</li> <li>Children in Need (13/11)</li> <li>Hanukkah (28/11-6/12)</li> <li>Christmas Jumper Day (10/12)</li> <li>Christmas (25/12)</li> </ul>	<ul style="list-style-type: none"> <li>New Year (1/1)</li> <li>Lunar New Year (22/1)</li> <li>Safer Internet Day (8/2)</li> <li>Valentine's Day (14/2)</li> </ul>	<ul style="list-style-type: none"> <li>Shrove Tuesday/ St David's Day (1/3)</li> <li>World Book Day (3/3)</li> <li>St Patrick's Day (17/3)</li> <li>Holi (19/3)</li> <li>Comic Relief (23/3)</li> <li>Mother's Day (27/3)</li> </ul>	<ul style="list-style-type: none"> <li>Easter (17/4)</li> <li>Ramadan (2/4-1/5)</li> <li>Eid al-Fitr (2-3/5)</li> <li>Queen's Birthday (21/4)</li> <li>St George's Day (23/4)</li> <li>Kings coronation (6/5)</li> </ul>	<ul style="list-style-type: none"> <li>World ocean day 8/6</li> <li>Healthy eating week 13/6</li> <li>Water safety 18/6</li> <li>Sports week 20/6</li> <li>First day of summer 21/6</li> <li>Father's Day (19/6)</li> </ul>
Core texts/songs/rhymes	Colour Monster goes to school Starting school Colour monster Nursery Rhymes Morning/home time songs <b>Celebrations:</b> Harvest – Dingle Dangle Scarecrow production (KS1 / infant)  <b>Pleasure:</b> The BFG (Roald Dahl Day)	Peace at last Dear Zoo Naughty Bus 1,2,3, at the zoo Rosie's walk Super potato Room on the broom Dipal's Diwali ( <i>Twinkl</i> ) Sparks in the Sky ( <i>Twinkl</i> ) <b>Celebrations:</b> Nativity production  <b>Pleasure:</b> Even superheroes make mistake	Three little pigs The ginger bread man Jack and the Beanstalk  <b>Celebrations:</b> Talk for writing preformation of traditional tale <b>Pleasure:</b> Range of Traditional tales - Reading different variations of the same traditional tales to compare similarities and differences	The Ugly duckling Lifecycles of ducks The Easter Story If I were an Astronaut Space Explorers Aliens Love underpants = <b>Celebrations:</b> Egg hatching and Space day dress up  <b>Pleasure:</b> When I grow up	How do Dinosaurs Count to Ten A dozen ducklings Which one doesn't belong? Mouse count Rosies zoo Mr Grumpys outing Grandpas quilt  <b>Celebrations:</b> Dinosaur dress up day <b>Pleasure:</b> The dinosaurs Diary (chapter book)	The night pirates Pirates love under pants Commotion in the ocean Zoe beans pirate treasure  <b>Celebrations:</b> Dress up pirate day. Sports day  <b>Pleasure:</b> Pirate Stew
Term	Autumn		Spring		Summer	

<p><b>Key vocab</b></p>	<p>Rules, responsibilities, names, locations, naming resources and routines, hero, celebrate, superpower, Hygiene, Hand washing, Family life, Friendship, Falling out, Resilience, Faith, Perseverance, Over, Under, Through, Around, Walk, Run, Skip, Tiptoe, Crawl, Climb</p>	<p>Autumn, seasons, change, difference, Diwali, Rangoli, remembrance, Hannukkah, Christmas, Hinduism, Judaism, Materials, Paint, Colour, Cut, Spread, Butter, Jam, Prepare, Hygiene, Hand-washing, Perform.</p>	<p>Lifecycle, Duckling, Duck, Egg, Spring, New life, Growing, Flowers, Bulbs, Seeds, Materials, Strong, Weak, Easter, Sacrifice, Tomb, Spin, Rock, Tilt, Order, Build, Count, One more, One less, Recognise, Predict, Add, Take away, Equals, Sides, Shapes, Square, Rectangle, Corners, Number line, Order, Smallest, Biggest, Difference, Count back, Count forwards, Number bonds, Chinese New Year, Perform, Sing, Dance, Butterfly, Caterpillar, Cocoon, Chrysalis, Diagrams, Living things, Habitats, Weather, Garden, Mini-beasts, Land animals, Nocturnal animals, Observations, Cold, Hot, Adaptation, Make,</p>	<p>Main parts of the body, transition, pirate, ship, animals under the sea/ on the sea. Friendships, change, summer, positional language, grow (physical features), made by me (manmade features), seaside, sea, sand, beach, shells, worries, father, religion, belief, faith, understanding, acceptance, difference, together, unique, competition, sportsmanship.</p>		
<p><b>C&amp;L</b> <i>Ongoing conversations and communication throughout the day and year</i></p>	<ul style="list-style-type: none"> <li>• Whole class</li> <li>• Start to listen carefully for short spaces of time</li> <li>• Listen to familiar songs and rhymes and respond by joining in.</li> <li>• Engage in story times</li> <li>• Listen to and talk about stories, rhymes and non-fiction</li> <li>• Express ideas and feelings</li> <li>• Be able to express a point of view about themselves.</li> <li>• Learn about others around them.</li> <li>• Ask questions to find out more.</li> <li>• Acquire and use new vocabulary.</li> <li>• ‘Show and Tell’ share a personal object or experience with key worker group.</li> </ul>	<ul style="list-style-type: none"> <li>• Class split into groups.(key workers)</li> <li>• Listen and make comments about what they have heard.</li> <li>• Listen to and talk about non-fiction, stories and rhymes to develop familiarity and knowledge</li> <li>• Begin to acknowledge people’s point of view.</li> <li>• Talk about how different people help us.</li> <li>• Discuss different festivals.</li> <li>• Ask questions to find out more and check understanding</li> <li>• Begin to talk about why things happen</li> </ul>	<ul style="list-style-type: none"> <li>• Class split into groups.(key workers)</li> <li>• Listen to unfamiliar songs and rhymes and respond by joining in.</li> <li>• Express their ideas and feelings about their experiences.</li> <li>• Be able to discuss and know a range of different traditional stories.</li> <li>• Know different features of texts.</li> <li>• Talk about enrichment activities or personal experiences to others during show and tell and whole class activities.</li> <li>• OTTER time as a class story, adult reading story. (children vote for the story)</li> </ul>	<ul style="list-style-type: none"> <li>• Class split into groups.(key workers)</li> <li>• Engage in meaningful conversations with others.</li> <li>• Discuss different life cycles.</li> <li>• Talk about a range of healthy food and exercise.</li> <li>• Talk about differences between story and non-fiction text.</li> <li>• Talk about enrichment activities to others in detail and time order.</li> <li>• Ask questions and respond appropriately</li> <li>• Acquire and use new vocabulary in different contexts.</li> <li>• ‘Show and Tell’ children to talk about a personal object or experience for around</li> </ul>	<ul style="list-style-type: none"> <li>• Whole class</li> <li>• Name and sort a range of living things.</li> <li>• Talk about different habitats.</li> <li>• Offer explanations for why things happen</li> <li>• Ask questions and respond appropriately</li> <li>• Talk confidently about why things happen using new vocabulary learnt</li> <li>• Year 6 ‘Buddy’ OTTER time with reception child reading.</li> </ul>	<ul style="list-style-type: none"> <li>• Whole class</li> <li>• Articulate ideas and thoughts in well-formed sentences</li> <li>• Engage in meaningful conversations with others using new vocabulary.</li> <li>• Describe events in detail (events that have happened, are happening or will happen)</li> <li>• Connect ideas or actions using connectives</li> <li>• Use talk to help work out and problem solve</li> <li>• Know and share a range of facts.</li> <li>• Offer explanations and responses to stories and experiences using newly acquired vocabulary.</li> </ul>

	<ul style="list-style-type: none"> <li>• OTTER time as a class story, adult reading story.</li> </ul>	<ul style="list-style-type: none"> <li>• using new vocabulary learnt.</li> <li>• Retell nativity as a class to whole school and parents.</li> <li>• OTTER time as a class story, adult reading story. (children vote for the story)</li> </ul>		<ul style="list-style-type: none"> <li>• 1 minute and answer simple questions.</li> <li>• Retell a familiar chosen story to an audience.</li> </ul>		<ul style="list-style-type: none"> <li>• Whole class 'Show and Tell' children to talk confidently and in detail about a personal object or experience for around 2 minutes and answer specific questions.</li> <li>• Individual OTTER time</li> <li>• Retell their own stories to an audience.</li> </ul>	
<b>PSED</b>	<ul style="list-style-type: none"> <li>• Class rules, expectations &amp; learning behaviours</li> <li>• Identifying &amp; expression feelings – 'Colour Monster'</li> </ul> <p><b>Jigsaw - Being Me in My World</b></p> <ol style="list-style-type: none"> <li>1. Who...me?</li> <li>2. How am I feeling today?</li> <li>3. Being at school</li> <li>4. Gentle hands</li> <li>5. Our rights</li> <li>6. Our responsibilities</li> </ol>	<ul style="list-style-type: none"> <li>• Turn taking activities/games</li> <li>• Discuss others' perspectives</li> <li>• Show understanding of other's feelings (empathy)</li> </ul> <p><b>Jigsaw - Celebrating Difference</b></p> <ol style="list-style-type: none"> <li>1. What I am good at</li> <li>2. I'm special, I'm me!</li> <li>3. Families</li> <li>4. Houses and homes</li> <li>5. Making friends</li> <li>6. Standing up for yourself</li> </ol>	<ul style="list-style-type: none"> <li>• Work towards goals (e.g. choose a model to make, decide how to rescue small world characters) and make steps to meet it.</li> </ul> <p><b>Jigsaw - Dreams and Goals</b></p> <ol style="list-style-type: none"> <li>1. Challenge</li> <li>2. Never giving up</li> <li>3. Setting a goal</li> <li>4. Obstacles and support</li> <li>5. Flight to the future</li> <li>6. Aware ceremony</li> </ol>	<ul style="list-style-type: none"> <li>• Distinguishing between mental &amp; physical being &amp; health</li> <li>• Mindfulness activities</li> <li>• Growing, making &amp; eating healthy food</li> </ul> <p><b>Jigsaw - Healthy Me</b></p> <ol style="list-style-type: none"> <li>1. Everybody's body</li> <li>2. We like to move it</li> <li>3. Food glorious food</li> <li>4. Sweet dreams</li> <li>5. Keeping clean</li> <li>6. Stranger danger</li> </ol>	<ul style="list-style-type: none"> <li>• Develop independence</li> <li>• Teamwork activities involving negotiations</li> </ul> <p><b>Jigsaw - Relationships</b></p> <ol style="list-style-type: none"> <li>1. My family and me</li> <li>2. Make friends...Pt1</li> <li>3. Make friends...Pt2</li> <li>4. Falling out and bullying Pt1</li> <li>5. Falling out and bullying Pt2</li> <li>6. Being the best friend...</li> </ol>	<ul style="list-style-type: none"> <li>• Set and work towards simple learning goals</li> <li>• Preparing for change &amp; identifying associated emotions</li> </ul> <p><b>Jigsaw - Changing Me</b></p> <ol style="list-style-type: none"> <li>1. My body</li> <li>2. Respecting my body</li> <li>3. Growing up</li> <li>4. Fun and fears Pt1</li> <li>5. Fun and fears Pt2</li> <li>6. Celebration</li> </ol>	
<i>Term</i>	Autumn		Spring		Summer		
<b>Physical</b> <i>Children throughout the curriculum</i>	<b>Fine motor Skills</b>	<ul style="list-style-type: none"> <li>• Whole class daily carousel funky fingers activities.</li> <li>• Whole class daily Dough Disco</li> </ul>	<ul style="list-style-type: none"> <li>• Whole class daily carousel funky fingers activities including dough disco.</li> </ul>	<ul style="list-style-type: none"> <li>• Small group daily funky fingers activities including dough disco.</li> <li>• Undo and do most buttons</li> </ul>	<ul style="list-style-type: none"> <li>• Funky finger activity</li> </ul>	<ul style="list-style-type: none"> <li>• Funky finger activity</li> <li>• Undo and do most buttons and someone else's top button.</li> </ul>	<ul style="list-style-type: none"> <li>• Funky finger activity</li> <li>• Undo and do all buttons independently.</li> </ul>

<p><i>will learn how good practice regarding exercise, eating sleeping and hygiene can contribute to good health.</i></p>		<ul style="list-style-type: none"> <li>• Attempt to undo and do buttons.</li> </ul>					
<p><i>Gross motor skills</i></p>		<p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>• Revise and refine the fundamental movement skills they have already acquired: - rolling - running - crawling - hopping - walking - skipping - jumping - climbing</li> <li>• Experiment with movements and combinations of movement. Progress towards a more fluent style of moving, with developing control and grace.</li> <li>• Travel with confidence and skill around, under, over and through balancing and climbing equipment.</li> <li>• Experiment with different ways of moving.</li> <li>• Jump off an object and land appropriately?</li> <li>• Show good control and co-ordination in large and small movements.</li> </ul> <p>Know why it is important to handle different apparatus safely.</p>	<p><b>Dance/movement</b></p> <ul style="list-style-type: none"> <li>• Move confidently in a range of ways, safely negotiating space.</li> <li>• Join in and copy movements.</li> <li>• Create movement in response to music.</li> <li>• Represent their own ideas, thoughts and feelings through, dance.</li> <li>• Develop the skills needed to get through the school day e.g. lining up</li> <li>• Explore &amp; engage in dance, performing solo or in groups.</li> <li>• Initiates new combinations of movements &amp; gestures to express &amp; respond to feelings, ideas &amp; experiences</li> <li>• Watch &amp; talk about dance &amp; performance art, expressing their feelings &amp; responses.</li> </ul>	<p><b>Games</b></p> <ul style="list-style-type: none"> <li>• Negotiate space successfully when playing racing and chasing games.</li> <li>• Play in a group, extending and elaborating play ideas.</li> <li>• Adjust speed or change direction to avoid obstacles.</li> <li>• Move confidently in a range of ways, safely negotiating space.</li> <li>• Show good control and co-ordination in large and small movements</li> <li>• Develop &amp; refine a range of ball skills including throwing, catching, kicking, batting &amp; aiming</li> <li>• Develop confidence, competence, precision &amp; accuracy with activities that involve a ball</li> </ul> <p>Develop overall body strength, coordination, balance &amp; agility e.g. wheelbarrows,</p>	<p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>• Throw and kick at a target.</li> <li>• Negotiate space.</li> <li>• Adjust speed and direction to avoid obstacles.</li> <li>• Jump in a range of ways.</li> <li>• Show increase control over an object in throwing, catching and kicking.</li> <li>• Show good control and co-ordination in large and small movements.</li> </ul>		

					balance bikes & pedal bikes		
<b>Literacy</b>	<b>Phonics</b>	<ul style="list-style-type: none"> <li>• <b>Revisit Phase 1</b></li> <li>• <b>Start Phase 2:</b> <ul style="list-style-type: none"> <li>- <b>Week 1;</b> s a t p</li> <li>- <b>Week 2;</b> i n m d</li> <li>- <b>Week 3;</b> g o c k</li> <li>- <b>Week 4;</b> ck, e, u, r,</li> <li>- <b>Week 5;</b> h, b, f, l</li> </ul> </li> <li>• Consolidate learnt sounds daily</li> <li>• Tricky words <ul style="list-style-type: none"> <li>- is, l, the</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Continue and complete Phase 2:</b> <ul style="list-style-type: none"> <li>- <b>Week 1;</b> ff ll ss j</li> <li>- <b>Week 2</b> v w x y</li> <li>- <b>Week 3</b> z zz qu</li> </ul> </li> <li>words with s /s/ added at the end (hats sits) ch</li> <li>- <b>Week 4</b> sh th ng nk</li> <li>- <b>Week 5;</b> words with s /s/ added at the end (hats sits) words ending s /z/ (his) and with s /z/ added at the end (bags)</li> <li>• <b>Consolidate learnt sounds daily</b></li> <li>• <b>Tricky words</b> <ul style="list-style-type: none"> <li>- Put, pull, full, as, and, has, his, her, go, no, to, into, she, push, he, of, we, me, be</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- <b>Start Phase 3:</b> <ul style="list-style-type: none"> <li>- <b>Week 1</b> ai ee igh oa</li> <li>- <b>Week 2</b> oo oo ar or</li> <li>- <b>Week 3</b> ur ow oi ear</li> <li>- <b>Week 4</b> air er words with double letters: dd mm tt bb rr gg pp ff</li> <li>- <b>Week 5</b> longer words</li> </ul> </li> <li>• <b>Consolidate learnt sounds daily</b></li> <li>• <b>Tricky words</b> <ul style="list-style-type: none"> <li>- was, you, they, my, by, all, are, sure, pure.</li> </ul> </li> <li>• Blending CVC words</li> <li>• Recognise some irregular common words</li> <li>• Applying phonics knowledge when reading captions and simple sentences</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Review Phase 3 Phonics</b> <ul style="list-style-type: none"> <li>- <b>Week 1</b> review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear</li> <li>- <b>Week 2</b> review Phase 3: er air words with double letters, longer words</li> <li>- <b>Week 3</b> words with two or more digraphs</li> <li>- <b>Week 4</b> longer words ords ending ing compound words</li> <li>- <b>Week 5</b> longer words words with s in the middle /z/ s words ending -s words with -es at end /z/</li> </ul> </li> <li>• <b>Consolidate learnt sounds daily</b></li> <li>• <b>Tricky words</b> <ul style="list-style-type: none"> <li>- Review all taught so far</li> <li>- Secure spelling</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- <b>Start Phase 4</b> <ul style="list-style-type: none"> <li>- <b>Week 1</b> short vowels CVCC</li> <li>- <b>Week 2</b> short vowels CVCC CCVC</li> <li>- <b>Week 3</b> short vowels CCVCC CCCVC CCCVCC longer words</li> <li>- <b>Week 4</b> longer words, compound words</li> <li>- <b>Week 5</b> root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est</li> </ul> </li> <li>• <b>Consolidate learnt sounds daily</b></li> <li>• <b>Tricky words</b> <ul style="list-style-type: none"> <li>- said, so, have, like, some, come, love, do, were, here, little, says there, when, what, one, out, today.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Continue phase 4</b> <ul style="list-style-type: none"> <li>- <b>Week 1</b> long vowel sounds CVCC CCVC</li> <li>- <b>Week 2</b> long vowel sounds CCVC CCCVC CCV CCVCC</li> <li>- <b>Week 3</b> Phase 4 words ending -s /s/ Phase 4 words ending -s /z/</li> <li>- <b>Week 4</b> root word ending in: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/</li> <li>- <b>Week 5</b> Phase 4 words ending in:-s /s/, -s /z/, -es longer words Phase 4 words ending -es longer words</li> </ul> </li> <li>• <b>Consolidate learnt sounds daily</b></li> <li>• <b>Tricky words</b> <ul style="list-style-type: none"> <li>- Review all taught so far</li> <li>- Secure spelling</li> </ul> </li> </ul>

			<ul style="list-style-type: none"> <li>Identifying initial sounds</li> <li>Begin to blend VC GVCV words</li> <li>Recognise some irregular common words</li> </ul>		<ul style="list-style-type: none"> <li>Blending CVC words containing Ph.3 graphemes/consonant digraphs</li> <li>Recognise some irregular common words</li> <li>Applying phonics knowledge when reading simple sentences</li> </ul>	<ul style="list-style-type: none"> <li>Blending CVC words containing Ph.3 digraphs/trigraphs</li> <li>Recognise some irregular common words</li> <li>Applying phonics knowledge when reading sentences</li> </ul>	<ul style="list-style-type: none"> <li>Recognise some irregular common words</li> <li>Applying phonics knowledge when reading simple sentences</li> </ul>
<b>Literacy</b>	<b>Reading</b>	<ul style="list-style-type: none"> <li>Use favourite stories and print in environment to explore the 5 key concepts about print: <ul style="list-style-type: none"> <li>Meaning</li> <li>different purposes</li> <li>English read left to right</li> <li>Name parts of book</li> <li>Page sequencing</li> </ul> </li> <li>Reading stories as a class &amp; in groups and supporting pupils with attention and recall</li> <li>Reading books with rhymes and repeated refrains and encouraging children to join in</li> <li>Recognising name</li> <li>OTTER time as a class with adult reading story.</li> <li>Weekly 1:1 reading: <a href="#">Wordless books</a></li> </ul>	<ul style="list-style-type: none"> <li>Share favourite books again, encouraging children to answer simple questions</li> <li>Weekly group reading 3 times for children that have started to segment and blend. <ul style="list-style-type: none"> <li>Recognising letters</li> <li>Pointing out initial sounds</li> <li>Discussing pictures and answering questions</li> <li>Blending CVC words</li> <li>Reading simple phrases and sentences</li> <li>Answering questions about sentences read</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Read books we've read before and retell them in our own words</li> <li>Year 6 'Buddy' OTTER time with 'Buddy' reading.</li> <li>Discuss our favourite books using new vocabulary</li> <li>Match lower- and upper-case letters</li> <li>Reading Easter Egg Hunt clues</li> <li>Weekly group reading 3 times: <ul style="list-style-type: none"> <li>Blending CVC words, including those containing digraphs</li> <li>Reading simple sentences</li> <li>Answering questions about sentences read</li> <li>Beginning to incorporate other reading strategies</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Reading new stories and predicting what might happen next</li> <li>Year 6 'Buddy' OTTER time with reception child reading.</li> <li>Weekly group reading 3 times: <ul style="list-style-type: none"> <li>Blending CVC words, including those containing digraphs</li> <li>Reading simple sentences</li> <li>Answering questions about sentences read</li> <li>Beginning to incorporate other reading strategies</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Read a whole book consistent with their phonic knowledge</li> <li>Individual OTTER time</li> <li>Weekly group reading 3 times <ul style="list-style-type: none"> <li>Blending CVC words, including those containing digraphs</li> <li>Reading simple sentences</li> <li>Answering questions about sentences read</li> <li>Beginning to incorporate other reading strategies</li> </ul> </li> </ul>	

		<ul style="list-style-type: none"> <li>- Holding books, turning pages</li> <li>- Have conversations about books, developing new vocabulary</li> <li>- Discuss what's happening in pictures</li> <li>- Ask and answer questions about books</li> </ul>	<ul style="list-style-type: none"> <li>- Beginning to incorporate other reading strategies</li> <li>• Weekly 1:1 reading for <b>Wordless books</b></li> </ul>			
	<b>Writing</b>	<ul style="list-style-type: none"> <li>• Mark making/writing for purpose matched to chn's interests e.g. within CP</li> <li>• Name writing</li> <li>• Begin to form some letters accurately</li> <li>• Writing initial sounds and basic CVC words known</li> </ul>	<ul style="list-style-type: none"> <li>• Oral segmenting</li> <li>• Forming more letters correctly</li> <li>• Starting to write taught CVC words with phase 2 sounds</li> <li>• Writing Christmas post e.g. lists, cards and letters</li> </ul>	<ul style="list-style-type: none"> <li>• Forming letters correctly</li> <li>• Spelling CVC words</li> <li>• Write some irregular common words</li> <li>• Writing phase 2 sounds taught</li> <li>• Spelling CVC words (extend to captions)</li> <li>• Beginning to write simple captions/sentences</li> <li>• Writing our wishes for the future (NY/CNY)</li> </ul>	<ul style="list-style-type: none"> <li>• Spelling CVC words containing digraphs</li> <li>• Writing some irregular common words</li> <li>• Writing simple sentences</li> <li>• Writing Mother's Day cards</li> <li>• Writing book reviews</li> <li>• Writing duckling diaries</li> <li>• Writing recipes</li> </ul>	<ul style="list-style-type: none"> <li>• Form capital letters</li> <li>• Spelling CVC words containing digraphs</li> <li>• Write some irregular common words</li> <li>• Writing sentences</li> <li>• Reading back our sentence to check it makes sense</li> <li>• Writing newsletter article about zoo trip</li> </ul>
<b>Mathematics</b> <i>(White Rose Maths)</i>	<p><b>Getting To Know You:</b> Baseline</p> <p><b>Just Like Me!</b></p> <ul style="list-style-type: none"> <li>• Match and sort</li> <li>• Compare amounts</li> <li>• Compare size, mass &amp; capacity</li> <li>• Exploring pattern</li> </ul> <p><b>It's Me 123!</b></p> <ul style="list-style-type: none"> <li>• Representing, comparing &amp;</li> </ul>	<p><b>It's Me 123!</b> Cont</p> <p><b>Light and Dark</b></p> <ul style="list-style-type: none"> <li>• Representing numbers to 5</li> <li>• One more and less</li> <li>• Shapes with 4 sides</li> <li>• Time</li> </ul> <p><b>Consolidation</b></p>	<p><b>Alive in 5!</b></p> <ul style="list-style-type: none"> <li>• Introducing zero</li> <li>• Comparing numbers to 5</li> <li>• Composition of 4 &amp; 5</li> <li>• Compare mass(2) &amp; capacity(2)</li> </ul> <p><b>Growing 6,7,8</b></p> <ul style="list-style-type: none"> <li>• 6,7 &amp; 8</li> <li>• Making pairs</li> <li>• Combining 2 groups</li> <li>• Length &amp; Height</li> </ul>	<p><b>Building 9 and 10</b></p> <ul style="list-style-type: none"> <li>• 9 &amp; 10</li> <li>• Comparing numbers to 10</li> <li>• Bonds to 10</li> <li>• 3D-shape</li> <li>• Pattern (2)</li> </ul> <p><b>Consolidation</b></p>	<p><b>To 20 and Beyond</b></p> <ul style="list-style-type: none"> <li>• Building Numbers</li> <li>• Beyond 10</li> <li>• Counting Patterns</li> <li>• Beyond 20</li> <li>• Spatial Reasoning (1)</li> </ul> <p><b>First then Now</b></p> <ul style="list-style-type: none"> <li>• Adding More</li> <li>• Takeaway Away</li> <li>• Spatial Reasoning (2)</li> <li>• Compose &amp; Decompose</li> </ul>	<p><b>Find my Pattern</b></p> <ul style="list-style-type: none"> <li>• Doubling</li> <li>• Sharing &amp; Grouping</li> <li>• Even and Odd</li> </ul> <p><b>On the Move</b></p> <ul style="list-style-type: none"> <li>• Deepening Understanding</li> <li>• Patterns &amp; Relationships</li> <li>• Special Reasoning (4)</li> <li>• Mapping</li> </ul>

	composition of 1,2 & 3 <ul style="list-style-type: none"> <li>• Circles &amp; triangles</li> <li>• Positional language</li> </ul>		<ul style="list-style-type: none"> <li>• Time</li> </ul>			<b>Consolidation</b>
<i>Term</i>	Autumn		Spring		Summer	

<p><b>Understanding of the World</b></p>	<ul style="list-style-type: none"> <li>• Who am I?</li> <li>• What is a family? <ul style="list-style-type: none"> <li>- Who is in my family?</li> <li>- Share stories &amp; photos</li> </ul> </li> <li>• What is a community? <ul style="list-style-type: none"> <li>- Who is in my community?</li> <li>- Other people who are important to me</li> <li>- Who works in my school, what they do and where can I find them? (maps)</li> <li>- Supporting others – Harvest</li> <li>- Important buildings – church visit</li> </ul> </li> <li>• How am I/my family/my community the same &amp; different to others'?</li> <li>• Our school day: <ul style="list-style-type: none"> <li>- Activities</li> <li>- Sequence: first, next, then</li> <li>- Rules</li> <li>- School grounds (maps)</li> <li>- Important people in the school community</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• People who help us: <ul style="list-style-type: none"> <li>- Members of the wider community e.g., police, doctors, soldiers, nurses, paramedics, shop assistants, postal workers</li> </ul> </li> <li>• How were these roles the same/different in the past? <ul style="list-style-type: none"> <li>- Florence Nightingale</li> <li>- WW1 &amp; Remembrance</li> </ul> </li> <li>• Why do we help others? <ul style="list-style-type: none"> <li>- Children in Need</li> <li>- Keep ourselves &amp; others safe &amp; happy – Anti-Bullying, Road Safety (walking to church using map)</li> </ul> </li> <li>• Recognise that people have different beliefs &amp; ideas: <ul style="list-style-type: none"> <li>- Class votes/debates</li> <li>- Likes/dislikes</li> </ul> </li> <li>• Recognise that people celebrate special times in different ways, e.g. bonfire night,</li> </ul>	<ul style="list-style-type: none"> <li>• Local area: <ul style="list-style-type: none"> <li>- What is like to live here?</li> <li>- What was it like to live here in the past?</li> <li>- Find Chelmsford on Google Maps</li> <li>- Name different locations</li> <li>- Discuss environment</li> <li>- Look at types of buildings/homes</li> <li>- Make class map of area from photos/drawings etc</li> </ul> </li> <li>• Compare with another country, e.g. China <ul style="list-style-type: none"> <li>- New Years' customs &amp; traditions</li> </ul> </li> <li>• Lives of fairy-tale characters: <ul style="list-style-type: none"> <li>- Where do they live?</li> <li>- What is the environment?</li> <li>- Is the book set in the past</li> <li>- What was life like in the past?</li> <li>- Traditional tales from other cultures</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Important women: why special, significant story, what is/was life like where they live? <ul style="list-style-type: none"> <li>- In my family/life (relationship?)</li> <li>- UK – Helen Sharman</li> <li>- International – Greta Thunberg</li> </ul> </li> <li>• Recognise that people celebrate special times in different ways, e.g. Easter, Holi, Mothering Sunday</li> <li>• Exploring and caring for the natural world around us: <ul style="list-style-type: none"> <li>- What is a plant? (sensory)</li> <li>- How does a plant grow?</li> <li>- How do keep plants alive?</li> <li>- What are the parts of plants? (see EAD)</li> <li>- What are plants for? (perfume in mud kitchen)</li> <li>- Which parts can we eat?</li> </ul> </li> <li>• Observing changes in seasons &amp; weather – <ul style="list-style-type: none"> <li>- Admirals Park</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Recognise that people celebrate special times in different ways, e.g. Ramadhan, Eid al-Fitr</li> <li>• Exploring and caring for the natural world around us- plants: <ul style="list-style-type: none"> <li>- What is a duck and how does it grow?</li> <li>- How to care for ducks?</li> <li>- What do ducks need to survive?</li> </ul> </li> <li>• Mini beasts: Bug hunt <ul style="list-style-type: none"> <li>- find and name</li> <li>- Add locations discovered onto simple map</li> <li>- Discuss habitats</li> <li>- Make bug hotels &amp; learn to look after them (gentle giants)</li> <li>- Compare mini beasts' appearance and habitats from different countries</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Important men: <ul style="list-style-type: none"> <li>- In my family/life - relationship, why special, significant story</li> <li>- UK – Francis Drake, Lenny Henry</li> <li>- International – Stevie Wonder</li> </ul> </li> <li>• Who am I?</li> <li>• Who is in my family?</li> <li>• Draw a family tree</li> <li>• Trip to Danbury park (pirate day) <ul style="list-style-type: none"> <li>-create pirate maps</li> <li>-what clothes/ equipment do pirates have and why?</li> <li>-Pirate treasure science experiment. How many coins will the pirate ship hold before it sinks? How many can it hold and float? What do you predict.</li> </ul> </li> <li>• Exploring and caring for the natural world around us: <ul style="list-style-type: none"> <li>- Animals &amp; plants found at the seaside vs Antarctic</li> <li>- What is pollution?</li> <li>- Reuse, reduce, recycle</li> <li>- Protecting animals</li> <li>- Keeping beaches and oceans safe</li> </ul> </li> </ul>
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	<ul style="list-style-type: none"> <li>• How were schools the same/different in the past? <ul style="list-style-type: none"> <li>- Family members' and staff experiences</li> <li>- Absence of technology</li> <li>- Segregation - Ruby Bridges – 1st African American to go to a white school aged 6</li> </ul> </li> <li>• How are schools different in other countries?</li> <li>• Exploring and caring for the natural world around us: <ul style="list-style-type: none"> <li>- Our outdoor environment</li> <li>- Wider school grounds</li> <li>- Walk to the church</li> </ul> </li> <li>• Observing changes in seasons &amp; weather – <ul style="list-style-type: none"> <li>- What can we see that means Autumn has arrived?</li> <li>- What do we notice about our environment - trees, ground, mud, water?</li> </ul> </li> </ul>	<p>Diwali, Hannukah, birthdays, Christmas</p> <ul style="list-style-type: none"> <li>- Important buildings</li> <li>- Customs – lights, fireworks, clothing, letters, decorations etc</li> <li>- Read/create maps to church.</li> </ul> <ul style="list-style-type: none"> <li>• Observing changes in seasons &amp; weather – <ul style="list-style-type: none"> <li>- What is happening as Autumn begins to change into winter?</li> <li>- What do we notice about our environment?</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>- How is the weather changing? (diary)</li> <li>- What can we see that means Spring has arrived?</li> <li>- What do we notice about our environment?</li> </ul>		<ul style="list-style-type: none"> <li>• Observing changes in seasons &amp; weather – <ul style="list-style-type: none"> <li>- Admirals Park</li> <li>- What can we see that means Summer has arrived?</li> <li>- What do we notice about our environment?</li> </ul> </li> </ul>
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<b>Expressive Arts &amp; Design</b>	<b>Music</b>	<p><b>Charanga - Me!</b></p> <ol style="list-style-type: none"> <li>1. <i>Listen and Respond:</i> different styles of music</li> <li>2. <i>Explore and Create:</i> voices/instruments</li> <li>3. <i>Singing</i> - nursery rhymes and action songs</li> <li>4. <i>Share and Perform</i></li> </ol>	<p><b>Charanga - My Stories</b></p> <ol style="list-style-type: none"> <li>1. <i>Listen and Respond:</i> different styles of music</li> <li>2. <i>Explore and Create:</i> voices + instruments</li> <li>3. <i>Singing</i> - nursery rhymes and action songs</li> <li>4. <i>Share and Perform</i></li> </ol>	<p><b>Charanga - Everyone!</b></p> <ol style="list-style-type: none"> <li>1. <i>Listen and Respond:</i> different styles of music</li> <li>2. <i>Explore and Create:</i> voices + instruments</li> <li>3. <i>Singing</i> - nursery rhymes and action songs</li> <li>4. <i>Share and Perform</i></li> </ol>	<p><b>Charanga - Our World</b></p> <ol style="list-style-type: none"> <li>1. <i>Listen and Respond:</i> different styles of music</li> <li>2. <i>Explore and Create:</i> voices + instruments</li> <li>3. <i>Singing</i> - nursery rhymes and action songs</li> <li>4. <i>Share and Perform</i></li> </ol>	<p><b>Charanga - Big Bear Funk</b></p> <ol style="list-style-type: none"> <li>1. <i>Listen and Appraise:</i> different funk music</li> <li>2. <i>Explore and Create:</i> voices + instruments</li> <li>3. <i>Sing and play:</i> 'Big, Bear, Funk</li> <li>4. <i>Share and Perform</i></li> </ol>	<p><b>Charanga - Reflect, Rewind, Replay</b></p> <ol style="list-style-type: none"> <li>1. <i>Listen and Appraise:</i> different pieces of music</li> <li>2. <i>Explore and Create:</i> voices + instruments</li> <li>3. <i>Sing and play:</i> revisit</li> <li>4. <i>Share and Perform</i></li> </ol>
	<b>Fortnightly Artist</b>	<b>Artists-</b> Pollock (American)		<b>Artists-</b> Kandinsky (Russian),	<b>Artists-</b> Van Gough (Dutch),	<b>Artists</b> - Andy Goldsworthy (English)	<b>Artists</b> - Sculptures from around the world e.g. Statue of Liberty, Angel of the North, Christ the Redeemer, The Great Sphinx, The Arcelor, Mittal Orbit
	<b>Art</b>	<p><b>Introduction to observational drawings:</b> pencil self-portraits.</p> <p><b>Explore:</b> Draw what you see, use a mirror, take pencil for a walk, shapes and lines.</p> <p><b>Discuss</b> – Adult model, demonstrate and discuss the process at each stage.</p>	<p><b>Observational drawings:</b> based on interest</p> <p><b>Explore:</b> different tool types/sizes and use of colour.</p> <p><b>Discuss</b> – Share creation in key worker group.</p>	<p><b>Observational drawings:</b> based on interest whilst listening to different pieces of music.</p> <p><b>Explore:</b> different emotive pieces of art and colour. How does art make us feel? from an artist's perspective and an observer.</p> <p><b>Discuss</b> – Share creation and give opinions on their own work in key worker group.</p>	<p><b>Observational drawings:</b> based on interest &amp; paint self-portraits/portraits of important women</p> <p><b>Explore:</b> colour mixing, creating shades of individual colours and different skin tones</p> <p><b>Discuss</b> – (Austin butterfly) Listen and give opinions on their own and others work in key worker group.</p>	<p><b>Observational drawings:</b> based on interest &amp; in nature.</p> <p><b>Explore:</b> rubbings (natural objects) &amp; using natural resources to create images, patterns and sculptures</p> <p><b>Discuss</b> – Respond to others opinions and refine work.</p>	<p><b>Observational drawings:</b> based on interest</p> <p><b>Explore:</b> manipulating malleable materials to create 3D sculptures– mud, playdough, salt dough, clay</p> <p><b>Discuss</b> – Explain changes made.</p>