



## EYFS Yearly Overview

### Intent:

At Loxwood, we understand the importance of the Early Years in a child's curriculum. This is the foundation of a child's primary curriculum, where they lay the first building blocks to their education journey.

Our aim is for every child, to reach their full potential by:

- Becoming capable and well-rounded learners that are prepared for the wider world and future education.
- Developing socially and emotionally to become learners who work collaboratively and show kindness to one another.
- Having the ability to question and approaching their learning with a sense of enjoyment and curiosity.
- Being creative and being able to make rich connections between the different areas of learning and talk about their learning to help solve everyday problems.
- Solving problems by being curious, developing resilience and applying this to a variety of problems with increasing sophistication.

At Loxwood, we incorporate our core values (**Resilience, Collaboration, Curiosity, Creativity and Kindness**) to ensure that our children develop as **life-long learners and responsible citizens**. This starts in our Early Years Reception class and stays with them through their whole journey at Loxwood school. Through Quality First Teaching and having high expectations, we ensure all children (including disadvantaged and SEND) are accessing the curriculum by constantly reviewing and adapting teaching.

### Implementation:

We have a coherent and sequenced curriculum, which starts with the Early Years Framework and builds on the progression of knowledge and skills for each year group. Our Early Years learning incorporates the Early Years Statutory Framework for the Early Years Foundation Stage, by the DfE. This framework specifies the requirement for learning and development in the Early Years and provides prime and specific areas of learning we must cover in our curriculum. We have a curriculum that is child-centred and that is based upon wow experiences and topics which engage the children. We encourage active learning to ensure the children are motivated and interested. We take time to get to know children's interests and their likes to support learning. All areas of the EYFS curriculum are followed and planned for to ensure there is a broad, balanced and progressive learning environment and curriculum. The children will learn new skills, acquire new knowledge and demonstrate understanding through the seven areas of the EYFS curriculum.

- Personal, Social and Emotional Development
- Physical Development,
- Communication and Language,
- Literacy,
- Mathematics,
- Understanding the World,

- Expressive Arts and Design

Children in EYFS learn by playing and exploring, being active, and through creative and critical thinking which takes place both indoors and outside. Our outdoor areas are used all year round and in all weather conditions.

We ensure activities support the Characteristics of Effective Learning to ensure learning takes place. These are:

- Playing and Exploring – children investigate and experience things, and have a go;
- Active Learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements;
- Creating and Thinking Critically – children have and develop their own ideas, make links between ideas and develop strategies for doing things.

The school follows the Read, Write, Inc, DFE validated systematic, synthetic phonics scheme in school. Through this all children learn to read and write with accuracy, fluency and automaticity. Parents are supported through initial parent meetings and communication when required. Staff are trained and monitored regularly to ensure a consistent and successful approach. Children read daily in class and the books are matched specifically to the phonic phase they are learning, ensuring they are able to read independently.

To support our wider curriculum, we keep parents informed and we meet regularly with them to ensure children's transition into school and through the EYFS is happy and allows them to reach their potential with the support needed. This includes transition days, nursery or home visits, stay and play sessions, parent workshops, Tapestry, Learning Journals, wow moments, reports and parent consultations as well as more frequent informal communication to suit individual families. We also support the transition into Key Stage 1 for both child and parents. We prepare children for Year 1 with visits to their new class, meeting the teacher and ensuring the environments are similar at the end of EYFS and the start of Year 1. Parents have the opportunity to meet with new teachers and visit their child's new learning environment.

### Impact:

At Loxwood, all pupils make excellent progress and this starts with a firm foundation in EYFS. This excellent outcome means that pupils have a firm foundation on which to build further knowledge in KS1 and then KS2. Because of this firm foundation and excellent progress, our pupils are equipped with the knowledge and skills they need to succeed at secondary school when they leave us.

We strive to ensure that our children's progress across the EYFS curriculum is good from their varied starting points. We also strive for children to achieve a Good Level of Development and many of the Early Learning Goals at the end of Reception, and to be as close as possible to National Expectations.

The impact of our curriculum is measured by assessment procedures which allow us to measure outcomes against all schools nationally. We measure the percentage of pupils achieving age related expectations and that are on track for GLD throughout the academic year, and put supportive interventions in place if and when needed.

We make formative assessments which inform future planning and ensure that all children build on their current knowledge and skills at a good pace. Summative assessment compares children attainment to age related expectations using month bands in the birth to five Matters document. We use Target Tracker as a system for recording ongoing progress using the steps and statements, this is regularly tracked to ensure rates of progress are at least good for all children, including vulnerable groups such as those with SEND, EAL, disadvantaged or summer born children. All of these feed into our termly pupil progress meetings with senior leaders and then into our class action plans for the lowest 20% and disadvantaged children

Children in our Early Years class are able to confidently talk about their learning and can apply age-appropriate skills and knowledge in their work. They are willing to take risks and learn from their mistakes, showing both perseverance and resilience in their learning.

	Autumn 1 This is me!	Autumn 2 Night and Day	Spring 1 Traditional Tales	Spring 2 People that help us	Summer 1 Growing	Summer 2 Moving on, Journeys And Adventures
<b>Woodland Learning</b>	<p>PSED– safety rules, listening to the instructions and knowing the safe word.</p> <p>UW- Weather/ Seasonal change</p> <p>Autumn</p>	<p>PD – toast and hot chocolate on the fire. Independent skills, butter own toast.</p> <p>PSED – fire safety, rules of the fire circle.</p> <p>UW- Weather/ Seasonal change Winter</p>	<p>UW- Big Garden Bird watch Continue to develop their fine motor skills so they can use a range of tools competently, safely and confidently.</p> <p>UW- Weather/ Seasonal change Winter</p>	<p>Maths- making patterns using natural materials.</p> <p>UW – Easter egg hunt. UW- Weather/ Seasonal change</p> <p>Spring</p>	<p>EAD – art exhibition. Build a bug house.</p> <p>UW- Weather/ Seasonal change</p> <p>Spring</p>	<p>UW Pond dipping – exploring the animals that live in the pond.</p> <p>UW- Weather/ Seasonal change</p> <p>Summer</p>
<b>Communication &amp; Language</b> (Listening and attention, Understanding, Speaking)	<p>Children begin to learn to recognise their name.</p> <p>Focus on sitting on the carpet for story times. Beginning to recall key points of the story.</p> <p>Joining in with singing well known nursery rhymes.</p> <p>Listening and responding to simple one step instructions, e.g. ‘Get your coat.’</p> <p>Children talk about their All about Me books and observations from</p>	<p>Children continue to learn to recognise their name.</p> <p>Focus on sitting on the carpet for story times. Beginning to sequence key events from the story verbally.</p> <p>Joining in with singing well known nursery rhymes and learn songs for the Christmas Nativity.</p> <p>Listening and responding to simple one step instructions, e.g. ‘Get your coat.’</p>	<p>Continue to develop talk through partner skills. Lolly sticks are introduced to support question answering.</p> <p>Ask questions to find out more and check they have understood what has been said to them.</p> <p>Ask questions beginning with ‘Why?’ Articulate their ideas and thoughts in well-formed sentences.</p> <p>Engage in story time- Know that stories have a plot line. Retell the story once they have developed familiarity with the</p>	<p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Build a story together. Develop children’s understanding of settings, characters and events in stories. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p>	<p>Able to sit on the carpet for increasing lengths of time and listen attentively to the input. Ask relevant questions and make comments about what they are learning. Able to take the learning for the input and use this in their independent learning.</p> <p>Loxwood Learners code is embedded and used daily as part of their play and behaviour around the school. Children have a good understanding of the behaviour</p>	<p>Children work towards: <b>ELG Listening Attention and Understanding – Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</b></p> <p>Children are now able to sit on the carpet for a longer and sustained period of time. They listen attentively to the teaching input and are able to complete</p>

	<p>parents. Children’s talk about their experiences at home and within the community.</p> <p>Learn and begin to use key vocabulary form this term in their independent learning. UW/PSED/PD/EAD</p>	<p>Beginning to listen to and follow the Loxwood Learners code. Children will understand the code and the words within it. Some may begin to be able to recall parts of it.</p> <p>Non-fiction books about festivals and celebrations, children learn to talk about new information and link it to current and previous learning. Festivals- children talk about the festivals that we are learning about and compare them to the festivals and celebrations that they are familiar with.</p> <p>Learn and begin to use key vocabulary form this term in their independent learning. UW/PSED/PD/EAD</p>	<p>text. Listen to and talk about stories to build familiarity and understanding. Use a wider range of vocabulary.</p> <p>Opportunities to regularly practice drama, role playing and storytelling both adult led and child initiated.</p> <p>Focus on traditional tales in this half term- children use traditional story language in their own play based activities.</p> <p>Teach new vocabulary, and practice applying it in modelled sentences during storytelling, discussions, and role play.</p> <p>Learn and begin to use key vocabulary form this term in their independent learning. UW/PSED/PD/EAD</p>	<p>Learn rhymes, poems and songs.</p> <p>Listen to and talk about selected non-fiction to develop deep familiarity with new knowledge and vocabulary.</p> <p>Follows complex instructions with more than one step in them. Respond to discussions with comments and questions.</p> <p>Now able to listen in large group or whole school activities such as assembly, recalling some of the themes and comments at a later stage.</p> <p>Non-fiction books in different topics, children talk about new information and link it to current and previous learning. Focus on People who help us. Children learn about the different roles and jobs and the vocabulary associated with these roles.</p>	<p>expectations at school.</p> <p>Opportunities to regularly practice drama, role playing and storytelling. Using the stories from this half term, children build on their previous knowledge of story-telling and embed this in their play based practise.</p>	<p>a task linked to that input. This could be in small groups or 1:1. Children confidently take part in class discussion, using the lolly sticks to select children to answer questions, ensuring that each child has the opportunity to speak regularly.</p> <p><a href="#">ELG Listening Attention and Understanding – Make comments about what they have heard and ask questions to clarify their understanding.</a></p> <p>Children are now confident when asking or answering questions, they listen to one another’s answers and opinions and understand that other people’s thoughts and opinions are just as valid as their own.</p> <p><a href="#">ELG Listening Attention and Understanding-</a></p>
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						<p>Hold conversation when engaged in back-and forth exchanges with their teacher and peers.</p> <p>Through adult led and child initiated opportunities, children can initiate conversation and understand that they have to let other's speak when it is their turn to do so.</p>
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<p><b>PSED</b> (Making relationships, Sense of Self, Understanding Emotions)</p>	<p>Begin with simple whole class instructions</p> <p>Classroom routines are introduced:          -Sitting on the carpet for story time          - inside/outside rules          - picture timetable          -teaching children how to manage their own snack time (whole class together)          - going home routine, clear visuals and managing this routine in house colours          -children to learn which house colours they are in.</p>	<p>Begin with simple whole class rules and behaviour expectations</p> <p>More structured classroom routines are introduced:          -Sitting on the carpet for register following a morning activity          - inside/outside rules          - picture timetable          -teaching children how to manage their own snack time, adult to model          - going home routine, clear visuals and managing this routine in house colours          -children to learn which house colours they are (House names are introduced alongside the colours)</p> <p>Begin to explore basic emotions using the colour monster – one emotion every week</p>	<p>Growth Mindset- Children recognise the characters and begin to understand what each of the five values mean. Learn about feelings, sharing, building self-esteem (what I am good at)</p> <p>Express their feelings and consider the feelings of others</p> <p>Continue to build relationships with peers and adults around the school.</p> <p>Helping children to stay safe – Children understand the different coloured lanyards for the different adults that they see around the school.</p>	<p>Growth Mindset- recognise the characters and begin to understand what each of the five values mean.</p> <p>Continue to learn about feelings, sharing, building self-esteem (what I am good at)</p> <p>Express their feelings and be aware of the feelings of others</p>	<p>Extend carpet time sessions to 20 minutes.</p> <p>Introduce circle time sessions.</p> <p>Begin to think about personal space and the no pants rule.</p>	<p>Transition to year 1. Meet their new teacher, have story time in the Year 1 classroom</p> <p>Do small group work at tables. Children will sit for a period of time and work together or independently alongside their peers in preparation for KS1 style of learning.</p> <p>Attend more assemblies. Children who are ready will attend the assemblies throughout the week.</p> <p>Talk to the children about the changes that are going to happen and how we manage change.</p> <p>Children work towards:</p> <p><b>ELG: Building Relationships</b> Children at the expected level of development will:</p>
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						<ul style="list-style-type: none"><li>- Work and play cooperatively and take turns with others;</li><li>- Form positive attachments to adults and friendships with peers;</li><li>- Show sensitivity to their own and to others' needs</li></ul> <p>Children have a good sense of how to work and play together, taking turns and understanding that other people's needs maybe different to their own. Children show these skills through adult led activities and also child initiated play.</p> <p><b>ELG: Managing Self</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"><li>- Explain the reasons for rules, know right from wrong and try to behave accordingly</li></ul> <p>Children will have a good knowledge of the school rules, the Loxwood Learners code and the</p>
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						<p>Behaviour chart. They understand why they need to behave this way and how it creates a happy and safe environment for all of the children at Loxwood. They understand that they can work for house points and that each week their contribution gets added to the schools and the house with the most points win.</p> <p><b>ELG: Managing Self</b> Children at the expected level of development will: - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</p> <p>Children will have worked on problem solving throughout the year and will demonstrate resilience through their independent tasks as well as group and whole class sessions.</p>
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						<p><b>ELG: Self-Regulation</b> Children at the expected level of development will: - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</p> <p>Through the use of Colour monster and the zones of regulation, children will understand different emotions and that these are all ok. They will know how to manage their emotions and the strategies that they can use if they struggle to manage their emotions. This will be seen throughout the day in their child initiated interactions and activities.</p> <p><b>ELG: Managing Self</b> Children at the expected level of development will: - Explain the reasons for rules, know right from wrong and try to</p>
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						<p>behave accordingly</p> <p>Children will have a good understanding of the Loxwood Learner code and the school behaviour system. They will understand why it is important and be able to articulate this</p>
<p>Whole school RSHE themes</p>	<p>Me and my world</p> <ul style="list-style-type: none"> <li>• Know they have a right to learn and play, safely and happily.</li> <li>• Know that some people are different from themselves.</li> <li>• Know that hands can be used kindly and unkindly.</li> <li>• Know special things about themselves.</li> </ul>	<p>Celebrate difference</p> <ul style="list-style-type: none"> <li>• Know what being unique means.</li> <li>• Know the names of some emotions such as happy, sad, frightened, and angry.</li> <li>• Know why having friends is important.</li> <li>• Know some qualities of a positive friendship.</li> </ul>	<p>Relationships</p> <ul style="list-style-type: none"> <li>• Know what a family is</li> <li>• Know that different people in a family have different responsibilities (jobs)</li> <li>• Know some of the characteristics of healthy and safe friendships</li> <li>• Know that friends sometimes fall out</li> </ul>	<p>Healthy me</p> <ul style="list-style-type: none"> <li>• Know what the word 'healthy' means</li> <li>• Know some things that they need to do to keep healthy</li> <li>• Know the names for some parts of their body</li> <li>• Know when and how to wash their hands properly -</li> </ul>	<p>Dreams and goals</p> <ul style="list-style-type: none"> <li>• Know what a challenge is</li> <li>• Know that it is important to keep trying</li> <li>• Know what a goal is</li> <li>• Know how to set goals and work towards them</li> <li>• Know which words are kind</li> <li>• Know some jobs that they might</li> </ul>	<p>Changing me</p> <ul style="list-style-type: none"> <li>• Know the names and functions of some parts of the body (see vocabulary list)</li> <li>• Know that we grow from baby to adult</li> <li>• Know who to talk to if they are feeling worried</li> <li>• Know that sharing how they feel can help solve a worry</li> </ul>

	<ul style="list-style-type: none"> <li>• Know how happiness and sadness can be expressed.</li> <li>• Know that being kind is good.</li> </ul> <p>Vocabulary: Kind, Gentle, Friend, Similar(ity), Different, Rights, Responsibilities, Feelings, Angry, Happy, Excited, Nervous, Sharing, Taking Turns</p>	<ul style="list-style-type: none"> <li>• <b>Know that they don't have to be 'the same as' to be a friend.</b></li> <li>• Know what being proud means and that people can be proud of different things.</li> <li>• Know that people can be good at different things.</li> <li>• Know that families can be different.</li> <li>• Know that people have different homes and why they are important to them.</li> <li>• Know different ways of making friends.</li> <li>• Know different ways to stand up for myself</li> </ul> <p>Vocabulary: Different, Special, Proud, Friends, Kind, Same, Similar, Happy, Sad, Frightened, Angry, Family</p>	<ul style="list-style-type: none"> <li>• <b>Know some ways to mend a friendship</b></li> <li>• <b>Know that unkind words can never be taken back and they can hurt</b></li> <li>• Know some reasons why others get angry</li> </ul> <p>Vocabulary: Family, Jobs, Relationship, Friend, Lonely, Argue, Fall-out, Words, Feelings, Angry, Upset, Calm me, Breathing</p>	<p>Know how to say no to strangers</p> <ul style="list-style-type: none"> <li>• Know that they need to exercise to keep healthy</li> <li>• Know how to help themselves go to sleep and that sleep is good for them</li> <li>• Know what to do if they get lost</li> </ul> <p>Vocabulary: Healthy, Exercise, Head, Shoulders, Knees, Toes, Sleep, Wash, Clean, Stranger, Scare</p>	<p>like to do when they are older</p> <ul style="list-style-type: none"> <li>• Know that they must work hard now in order to be able to achieve the job they want when they are older</li> <li>• Know when they have achieved a goal</li> </ul> <p>Vocabulary: Dream, Goal, Challenge, Job, Ambition, Perseverance, Achievement, Happy, Kind, Encourage</p>	<ul style="list-style-type: none"> <li>• Know that remembering happy times can help us move on</li> </ul> <p>Vocabulary: Eye, Foot, Eyebrow, Forehead, Ear, Mouth, Arm, Leg, Chest, Knee, Nose, Tongue, Finger, Toe, Stomach, Hand, Baby, Grown-up, Adult, Change, Worry, Excited, Memories</p>
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<p><b>PD</b> (Moving and handling, Health and self-care)</p>	<p>Get Set 4 PE scheme- Introduction to PE 1</p> <ul style="list-style-type: none"> <li>Physical: moving safely, running, jumping, throwing, catching, following a path</li> <li>Social: sharing, leadership</li> <li>Emotional: perseverance, confidence</li> <li>Thinking: decision making, selecting and applying actions</li> </ul> <p>PD in the environment:</p> <p>Support to use cutlery at lunchtime.</p> <p>Teach the children to pedal a trike. Fine motor activities to strengthen hand grip.</p>	<p>Get Set 4 PE scheme- Fundamentals unit 1</p> <ul style="list-style-type: none"> <li>Physical: balancing, running, jumping, changing direction, hopping, travelling</li> <li>Social: working safely, responsibility, helping others</li> <li>Emotional: honesty, challenging myself, determination</li> <li>Thinking: decision making, selecting and applying actions, using tactics</li> </ul> <p>PD in the environment:</p> <p>Becoming more competent in using a knife to cut food.</p> <p>Fine motor activities to strengthen hand grip. Teach children how to hold scissors and learn the safety</p>	<p>Get Set 4 PE scheme- Ball skills unit 1</p> <ul style="list-style-type: none"> <li>Physical: rolling a ball, stopping a rolling ball, throwing at a target, bouncing a ball, dribbling a ball with feet, kicking a ball</li> <li>Social: co-operation, supporting others</li> <li>Emotional: honesty, perseverance</li> <li>Thinking: using tactics, decision making</li> </ul> <p>PD in the environment:</p> <p>Using cutlery mostly independently.</p> <p>Fine motor activities to strengthen hand grip. Remind children how to hold scissors</p>	<p>Get Set 4 PE scheme- Ball skills unit 2</p> <ul style="list-style-type: none"> <li>Physical: rolling a ball, tracking a ball, throwing at a target, bouncing a ball, dribbling a ball with feet, kicking a ball</li> <li>Social: co-operation, sharing and taking turns</li> <li>Emotional: determination</li> <li>Thinking: using tactics, decision making</li> </ul> <p>PD in the environment:</p> <p>Using cutlery mostly independently.</p> <p>Fine motor activities to strengthen hand grip. Remind children how to hold scissors</p>	<p>Get Set 4 PE scheme- Games unit 1</p> <ul style="list-style-type: none"> <li>Physical: running, balancing, changing direction, striking a ball, throwing</li> <li>Social: communication, co-operation, taking turns, supporting and encouraging others</li> <li>Emotional: honesty and fair play, managing emotions</li> <li>Thinking: using tactics, decision making</li> </ul> <p>PD in the environment:</p> <p>Fine motor activities to strengthen hand grip. Remind children how to hold scissors and</p>	<p>Get Set 4 PE scheme- Games unit 2</p> <ul style="list-style-type: none"> <li>Physical: running, balancing, changing direction, striking a ball, throwing</li> <li>Social: communication, co-operation, taking turns, supporting and encouraging others</li> <li>Emotional: honesty and fair play, managing emotions</li> <li>Thinking: using tactics, decision making</li> </ul> <p>PD in the environment:</p> <p>Continue to develop their fine motor skills so they can use a range of tools</p>
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	<p>Show the children how to hold a chunky pencil. Using the pick and flick technique. Free flow opportunities to mark make. Letter formation linked to phonics.</p>	<p>rules regarding scissors. Use scissors to snip paper.</p> <p>Show the children how to hold a chunky pencil. Using the pick and flick technique. Free flow opportunities to mark make. Letter formation linked to phonics.</p> <p>Begin to use the school handwriting scheme to practice correct letter formation.</p>	<p>and the safety rules regarding scissors. Use scissors to follow lines on paper.</p> <p>Show the children how to hold a chunky pencil. Using the pick and flick technique. Free flow opportunities to mark make. Letter formation linked to phonics. (All single letter sounds). Continue to use the school handwriting script alongside the RWI patter to form letters correctly. Begin to write their names.</p>	<p>and the safety rules regarding scissors. Use scissors to cut other materials e.g. card. Easter cards – cut circles.</p> <p>Remind the children how to hold a chunky pencil. Using the pick and flick technique. Free flow opportunities to mark make. Letter formation linked to phonics. (All single letter sounds). Begin to write their names and to form letters on a line. Continue to use the school handwriting script alongside the RWI patter to form letters correctly.</p>	<p>the safety rules regarding scissors. Use scissors to create.</p> <p>Remind the children how to hold a chunky pencil. Using the pick and flick technique. Free flow opportunities to mark make. Accurate letter formation linked to phonics. (All single letter sounds). Begin to write their names and to form letters on a line. Continue to use the school handwriting script alongside the RWI patter to form letters correctly.</p>	<p>competently, safely and confidently.</p> <p>Children able to form letters mostly accurately and to hold a pencil/pen/paintbrush comfortably. Most children will be able to write their name. Continue to use the school handwriting script alongside the RWI patter to form letters correctly.</p> <p><b>ELG: Gross Motor Skills</b>  Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Negotiate space and obstacles safely, with consideration for themselves and others;</li> <li>- Demonstrate strength, balance and coordination when playing;</li> <li>- Move energetically, such as running, jumping, dancing, hopping,</li> </ul>

						<p>skipping and climbing.</p> <p><b>ELG: Fine Motor Skills</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"><li>- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</li><li>- Use a range of small tools, including scissors, paint brushes and cutlery;</li><li>- Begin to show accuracy and care when drawing.</li></ul> <p><b>ELG: Managing Self</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"><li>- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li></ul>
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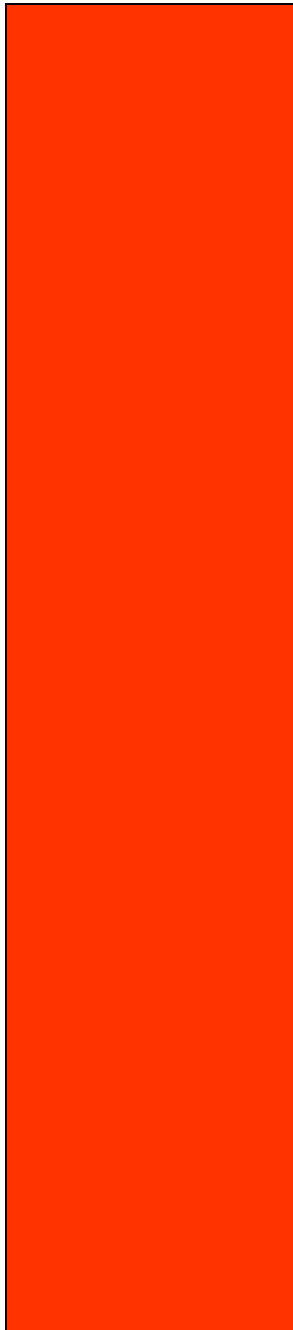
<p><b>Literacy</b> (Reading and Writing)</p>	<p>To use pictures to tell stories</p> <p>To sequence familiar stories</p> <p>To independently look at book, holding them the correct way and turning pages</p> <p>To recognise their name</p>	<p>To engage in story times, joining in with repeated phrases and actions</p> <p>To begin to answer questions about the stories that are read to them</p> <p>To enjoy and increasing range of books including fiction, non-fiction, poems and rhymes</p> <p>To recognise and write their names using a template to trace over.</p> <p>Begin daily handwriting sessions- focusing on forming the letters correctly- use the patter from RWI and model writing on the line in line with the school's Handwriting policy.</p>	<p>Read simple words and phrases made up of words with known letter-sound correspondences</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s</p> <p>Understand key concepts about print including the names of different parts of a book</p> <p>Make up stories</p> <p>Retell familiar tales using story language</p> <p>To recognise and write their names</p> <p>Continue daily handwriting sessions- focusing on forming the letters correctly- use the patter from RWI and model writing on the line in line with the school Handwriting policy.</p> <p>Begin to write short captions that are dictated and modelled to the children.</p>	<p>Read simple words and phrases made up of words with known letter-sound correspondence</p> <p>Spell words by identifying the sounds and write them using correct letter formation in line with the school handwriting policy.</p> <p>Continue daily handwriting sessions- focusing on forming the letters correctly- use the patter from RWI and model writing on the line in line with the school Handwriting policy.</p> <p>Begin to write short captions that are dictated and modelled to the children.</p> <p>Introduce capital letters, finger spaces and full stops.</p> <p>Introduce opportunities for independent writing.</p>	<p>Read simple words and phrases made up of words with known letter-sound correspondence</p> <p>Spell words by identifying the sounds and write them using correct letter formation in line with the school handwriting policy.</p> <p>Continue daily handwriting sessions- focusing on forming the letters correctly- use the patter from RWI and model writing on the line in line with the school Handwriting policy.</p> <p>Begin to write short sentences that are dictated and modelled to the children.</p> <p>Continue to model and embed capital letters, finger spaces and full stops.</p> <p>Opportunities for independent writing</p>	<p>Read simple words and phrases made up of words with known letter-sound correspondence</p> <p>Spell words by identifying the sounds and write them using correct letter formation in line with the school handwriting policy.</p> <p>Continue daily handwriting sessions- focusing on forming the letters correctly- use the patter from RWI and model writing on the line in line with the school Handwriting policy.</p> <p>Begin to write short sentences that are dictated and modelled to the children.</p> <p>Continue to model and embed capital letters, finger spaces and full stops.</p> <p>Opportunities for independent writing</p>

			Introduce capital letters, finger spaces and full stops.			<b>ELG: Writing</b> Children at the expected level of development will: - Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others.
<b>Key Texts</b>	This is me: Incredible you What makes me me Only one you Super Duper you The lion inside Our class is a family  Phonological awareness: Oi Frog collection Rumble in the jungle Hairy Maclairy set Tanka Tanka skunk Walking through the jungle Simon sock  Other Familiar texts : Zoo Julia Donaldson e.g	Nonfiction books about the seasons and day and night  Fiction: Halloween We're going on a Pumpkin hunt What's in the witches' kitchen? Funny bones Meg and Mog Bonfire night Look up How to catch a star Diwali The best Diwali ever Rama and Sita Owl babies	Traditional Tales – Three Bears, Storytelling week  Nonfiction books about animals  Fiction: Goldilocks and the three bears The three little pigs Little Red Riding Hood The Three Billy Goats Gruff The enormous Turnip Jack and the bean stalk Mixed up fairy tales Goldilocks and just one bear Goldilocks in space	Non-fiction - texts about people who help us Ambulance Police Fire service Nurses Doctors Vets Teachers  Fiction – A superhero like you Maisie goes to hospital Mog and the Vee ee tee Cops and Robbers What the ladybird heard	Nonfiction - Books about spring Time, plants and animals How things grow- Osbourne  Fiction - Superworm Hungry caterpillar The ugly duckling Tree The extraordinary gardener	Nonfiction - Books about the world and journeys Amelia Earhart  Fiction - The everywhere bear Zog Tiddler On the way home You can't take an elephant on the bus The train ride Journey Aaron Becker



	Gruffalo Room on a broom We're going on a bear hunt		Three wolves and the big bad pig Jack and the jelly bean stalk Mrs Wolf's pancakes			
<b>Phonics</b>	<p>Phonological Awareness Aspect 1: General sound discrimination – environmental sounds. Aspect 2: General sound discrimination – instrumental sounds Aspect 3: General sound discrimination – body percussion Tuning into sounds.</p> <p>RWI phonic lessons will begin- learn the first 16 letter sounds and patten to accompany it.</p>	<p>Phonological Awareness Aspect 4: Rhythm and rhyme -Tuning into sounds Aspect 5: Alliteration -Tuning into sounds Aspect 6: Voice sounds -Tuning into sounds</p> <p>RWI- Read 25 Set 1 single letter sounds Learn to blend: Word Time 1.1 to 1.4 Spell using Fred Fingers Read 25 Set 1 single letter sounds speedily Blend independently using Phonics Green Word cards: Word Time 1.1 to 1.5 Spell using Fred Fingers</p>	<p>Phonological Awareness Aspect 7: Oral blending and segmenting -Tuning into sounds</p> <p>RWI- Read Set 1 Special Friends Read words with Special Friends: Word Time 1.6 Review Word Time 1.1 to 1.5 Read 3-sound nonsense words Spell using Fred Fingers</p>	<p>Repeat the aspects of phonological awareness as necessary</p> <p>RWI- Children can read set 1 words speedily. They are able to read other words using their phonic knowledge.</p> <p>Review Set 1 sounds speedily Read 4 and 5 sound words: Word Time 1.7 Review Word Time 1.1 to 1.6 Read 3 and 4 sound nonsense words Spell using Fred Fingers</p>	<p>Repeat the aspects of phonological awareness as necessary</p> <p>RWI- Read Set 2 sounds and matching Phonics Green Words including longer words Review Set 1 Phonics Green Words Read nonsense words Spell using Fred Fingers</p> <p>Children can read and spell Reception High frequency words. More able to be exposed to Year 1 High Frequency words</p>	<p>Repeat the aspects of phonological awareness as necessary</p> <p>RWI- Read Set 2 sounds and matching Phonics Green Words including longer words Review Set 1 Phonics Green Words Read nonsense words Spell using Fred Fingers</p> <p>Once secure, read Set 3 sounds and matching Phonics Green Words</p> <p>Children can read and spell Reception High frequency words. More able to be</p>

						<p>exposed to Year 1 High Frequency words</p> <p><b>ELG: Word Reading</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Say a sound for each letter in the alphabet and at least 10 digraphs;</li> <li>- Read words consistent with their phonic knowledge by sound blending;</li> <li>- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>
<p><b>Maths (White Rose planning )</b></p>	<p><b>Getting to know you-</b></p> <ul style="list-style-type: none"> <li>-Use this time to get to know the children-</li> <li>-Sing number songs</li> <li>-Play counting games</li> </ul> <p>Just like me-</p> <ul style="list-style-type: none"> <li>-Match and sort</li> <li>-Compare amounts</li> <li>-Compare sizes, mass and capacity</li> <li>-Exploring pattern</li> </ul>	<p><b>It's me 1,2,3-</b></p> <ul style="list-style-type: none"> <li>-Representing 1,2,3</li> <li>-Comparing 1,2,3</li> <li>-Composition of 1,2,3,</li> <li>-Circles and Triangles</li> </ul> <p>Light and dark-</p> <ul style="list-style-type: none"> <li>-Representing numbers to 5</li> <li>-One more or less</li> <li>-Shapes with 4 sides</li> </ul>	<p><b>Introducing zero</b></p> <p>Comparing numbers to 5</p> <p>Composition of 4 and 5</p> <p>Compare mass</p> <p>Compare capacity</p> <p>Exploring 6,7,8</p> <p>Combining two amounts</p> <p>Making pairs</p> <p>Length and height</p> <p>Time</p>	<p><b>Building 9 and 10</b></p> <ul style="list-style-type: none"> <li>-Counting to 9 and 10</li> <li>-Comparing numbers to 10</li> <li>-Bonds to 10</li> <li>-3-D shapes</li> <li>-Spatial awareness</li> <li>-Patterns</li> </ul> <p>Consolidation</p>	<p><b>To 20 and Beyond</b></p> <ul style="list-style-type: none"> <li>-Build numbers beyond 10</li> <li>-Count patterns beyond 10</li> <li>-Spatial reasoning 1</li> <li>-Match, rotate, manipulate</li> </ul> <p>First, then, now</p> <ul style="list-style-type: none"> <li>-Adding more</li> <li>-Taking away</li> <li>-Spatial reasoning 2</li> </ul>	<p><b>Find my pattern</b></p> <ul style="list-style-type: none"> <li>-Doubling</li> <li>-Sharing and grouping</li> <li>-Even and odd</li> <li>-Spatial reasoning 3</li> <li>-Visualise and build</li> <li>On the move</li> <li>-Deepen understanding</li> <li>-Patterns and relationships</li> <li>-Spatial reasoning 4</li> <li>-Mapping</li> </ul>

	<p><b>Fluency-</b> Children can read and order numbers to 5</p>	<p><b>Fluency-</b> Children can read and order numbers to 10</p>	<p><b>Fluency-</b> Children can read and order numbers to 10 Composition of numbers to 5.</p>	<p><b>Fluency-</b> Children can read and order numbers to 10 Composition of numbers to 10.</p>	<p>-Compose and decompose</p> <p><b>Fluency-</b> Children can read and order numbers to 20 Composition of numbers beyond 10.</p>	<p><b>Fluency-</b> Children can read and order numbers to 20 Composition of numbers beyond 10.</p> <p><b>ELG: Number</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Have a deep understanding of number to 10, including the composition of each number;</li> <li>- Subitise (recognise quantities without counting) up to 5;</li> <li>- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts</li> </ul> <p><b>ELG: Numerical Patterns</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Verbally count beyond 20,</li> </ul>

						<p>recognising the pattern of the counting system;  - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;  - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>
<p><b>Understanding of the World</b>  (People and communities, The World, and Technology)</p>	<p>'This is me book'- use this to talk about their families and know that some families are different to theirs Understand that some families might celebrate different occasions throughout the year</p> <p>Use vocabulary: Past, now, before, after, next, a long time ago, before I was born</p>	<p>Focus on the festivals of Halloween, Diwali, Hanukah, and Christmas Children learn about these celebrations as they happen I the calendar and who celebrates them. Focus on Clothing, food, places of worship</p> <p>Nocturnal animals- children will learn the names of native nocturnal animals</p>	<p>Focus on Lunar/Chinese new Year- looking at dances, costumes, food, the colour red</p> <p>Winter experiments Describe what they see, hear and feel while they are outside.</p> <p>Bears- comment on modern teddy bears and compare these to teddy bears from the past - comment on</p>	<p>RE - Focus on Eid (moves around as the celebration moves)</p> <p>Forces- using wheeled vehicles/water play/sand/moving and handling objects of different shape/size and weight, children will begin to explore different forces such as gravity/friction/magnets</p> <p>Significant occasions:</p>	<p>Visit/walk to the local church</p> <p>Plants- children will grow their own plants and learn the different parts of a plant. Children will know what a plant needs in order to survive and grow.</p> <p>Vocabulary- Names of some common plants found in the school grounds: eg daisy, buttercup, dandelion etc</p>	<p>Visit to the seaside and SeaWorld in Brighton.</p> <p>Comparing photos of now and when they were younger- use their 'This is me book'. Talk about what is the same and what is different.</p> <p>Vocabulary: old, young,</p> <p>Significant occasions: Moving to Year 1- How do you feel? What will it be like?</p>

	<p>Significant occasions: how do they celebrate birthdays- this is me book.</p> <p>Be able to name different parts of the body through nursery rhymes-</p> <p>Use vocabulary : head, shoulder, knees, toes, eyes, ears, mouth, nose, eyebrows, forehead, chin, cheek, neck, chest, back, arm, elbow, hand, fingers, tummy, leg, feet, toes, hair, nail</p> <p>Internet safety- talk about what they use tablets/phones/ computers for. Show them the story of Buddy and discuss how to keep safe on the internet and who to ask for help. Children will: -Use educational internet sites that are age appropriate and safe to use. -Children will understand that they need to seek help if they see something</p>	<p>and learn about their habitats.</p> <p>Vocabulary - Names of familiar animals: eg cow, horse, ant</p> <p>Habitat names: eg compost heap, field, woodland, flower bed.</p> <p>Baby, grow, parent</p> <p>Seasonal change- children will begin to notice and observe seasonal changes.</p> <p>Vocabulary- Seasons: names of the days of the week, months of the year and seasons.</p> <p>Weather: simple weather vocabulary to describe what they can see and feel when outside.</p> <p>Old and new- compare old and new toys, vehicles.</p> <p>Use vocabulary: old, new, modern, traditional, ancient, old, young,</p> <p>Internet safety- Talk about what we use the internet for</p>	<p>images of familiar situations in the past.</p> <p>Materials- describing different textures- compare colours, feelings of them.</p> <p>Vocabulary - Names of common materials: eg wood, paper, metal, plastic.</p> <p>Properties of materials: soft, hard, fluffy, smooth, spiky, furry etc</p> <p>Internet safety- Take part in Safer internet day. Collect pupil voice on who to ask for help and how to keep safe on the internet. Show the story on NSPCC website for safer internet day Children will: -Use educational internet sites that are age appropriate and safe to use. -Children will understand that they need to seek help if they see something unexpected or worrying</p>	<p>Easter- how do you celebrate this? Do we all celebrate the same?</p> <p>Seasonal change- children will begin to notice and observe seasonal changes.</p> <p>Seasons: names of the days of the week, months of the year and seasons.</p> <p>Weather: simple weather vocabulary to describe what they can see and feel when outside.</p> <p>Internet safety- Children begin to use the laptops to play educational games- revisit what they need to do to keep safe online at school. Children will: -Use educational internet sites that are age appropriate and safe to use. -Children will understand that they need to seek help if they see something unexpected or worrying</p>	<p>Name some basic features of plants: e.g. leaf, flower, and stem.</p> <p>Seasonal change- children will begin to notice and observe seasonal changes.</p> <p>Seasons: names of the days of the week, months of the year and seasons.</p> <p>Weather: simple weather vocabulary to describe what they can see and feel when outside.</p> <p>Internet safety- Beebots and laptops- children learn how to programme at a very simple level and use the associated vocabulary. - revisit what they need to do to keep safe online at school. Children will: -Use educational internet sites that are age appropriate and safe to use. -Children will understand that they need to seek help if they see something unexpected or worrying</p> <p>Children will: -Use educational internet sites that are age appropriate and safe to use. -Children will understand that they need to seek help if</p>	<p>Internet safety- Beebots and laptops- children learn how to programme at a very simple level and use the associated vocabulary. - revisit what they need to do to keep safe online at school. Children will: -Use educational internet sites that are age appropriate and safe to use. -Children will understand that they need to seek help if they see something unexpected or worrying -Children will know what appropriate and inappropriate behaviour on the internet is.</p> <p>Vocabulary: Paint, colour, brush, tools, keyboards, keys, mouse, click, button, double click.</p> <p>Geography Children will -Talk about the local environment in and around the school.</p>
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	<p>unexpected or worrying -Children will know what appropriate and inappropriate behaviour on the internet is. <b>Vocabulary:</b> Paint, colour, brush, tools, keyboards, keys, mouse, click, button, double click.</p> <p>RE- Look at Judaism and synagogues</p>	<p>in school and how we can keep safe in school. Revisit the story of Buddy. Children will: -Use educational internet sites that are age appropriate and safe to use. -Children will understand that they need to seek help if they see something unexpected or worrying -Children will know what appropriate and inappropriate behaviour on the internet is. <b>Vocabulary:</b> Paint, colour, brush, tools, keyboards, keys, mouse, click, button, double click.</p> <p>Significant occasions: Christmas- how do you celebrate this? Do we all celebrate the same?</p> <p><b>RE- Christianity -</b> Church, Bible, <b>Judaism-</b> Hanukkah, synagogue, <b>Islam -</b> Qur'an, mosque, , Muslims</p>	<p>-Children will know what appropriate and inappropriate behaviour on the internet is. <b>Vocabulary:</b> Paint, colour, brush, tools, keyboards, keys, mouse, click, button, double click.</p> <p>Geographical- Children will -Understand that maps have meanings -Use maps to talk about places -Begin to talk about countries and the world <b>Vocabulary:</b> Map, North, South, East and West, direction, position, journey, turning, landmark, viewpoint,</p> <p>RE- Buddhism and temples</p>	<p>-Children will know what appropriate and inappropriate behaviour on the internet is. <b>Vocabulary:</b> Paint, colour, brush, tools, keyboards, keys, mouse, click, button, double click.</p> <p>RE- Islam and Mosques</p>	<p>they see something unexpected or worrying -Children will know what appropriate and inappropriate behaviour on the internet is. <b>Vocabulary:</b> Paint, colour, brush, tools, keyboards, keys, mouse, click, button, double click.</p> <p>Local walk - Children will -Talk about the local area and be able to make observations of what they see. -They will make observations of the local environment -Walk around the local area- children will take part in a walk around the local area taking photos and collecting natural objects to then discuss back in class. <b>Vocabulary:</b> Country, city, seaside, farm, village, town, field, spring, summer, autumn, winter, hill, river, canal, sea,</p>	<p>-Compare the UK with a contrasting country in the world. <b>Vocabulary:</b> Loxwood, Sussex, London, England, UK, Antarctica, Arctic, Africa, The World, country, city, seaside, farm, village, town, field, hill, river, canal, sea, desert, sea, ocean</p> <p>Children will -Start to understand the difference between human and physical geography with regards to man-made and natural features around them in the local environment -They will know some similarities and differences between the natural world, for example, the change in season and what effect that has on the plants and animals. <b>Vocabulary:</b> Country, city, seaside, farm, village, town, field, spring, summer, autumn, winter, hill, river, canal, sea, house, shop, library,</p>
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		<p><b>Hinduism</b> -Hindu, Diwali, diva lamp, Mandir Look at Hinduism and Temples-Gudwara</p>			<p>RE- Christianity and churches</p>	<p>post office, village hall, church,</p> <p><b>ELG: Past and Present</b> Children at the expected level of development will: - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><b>ELG: People, Culture and Communities</b> Children at the expected level of development will: - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</p>
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						<p>- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;</p> <p>- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p><b>ELG: The Natural World</b> Children at the expected level of development will:</p> <p>- Explore the natural world around them, making observations and drawing pictures of animals and plants;</p> <p>- Know some similarities and differences between the natural world around them and contrasting environments, drawing on</p>
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						<p>their experiences and what has been read in class;</p> <p>- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>
<p><b>Expressive Arts &amp; Design</b> (Creating with Materials, and Being Imaginative and Expressive.)</p>	<p>Sing familiar nursery rhymes.</p> <p>Role play familiar stories</p> <p>Children explore <b>colour, texture- playdoh, pens, pencils, tissue paper</b></p> <p>Using the artwork by the artist Matisse explore patterns. Children use sponges and prints to create their own patterned artwork. Children using different colours and be able to name each colour as they use it.</p> <p>Music – Children can sit and listen to music for short periods of time.</p>	<p>Sing familiar nursery rhymes</p> <p>Role play familiar stories and rhymes. Dressing up</p> <p>Role play different festivals form this time of year.</p> <p>Children explore different adhesives to join materials: <b>glue, string, selotape, masking tape, and staples</b> with support. Christmas cards and decorations</p> <p>Using the artwork by the artist Van Gogh explore swirls. Children use brushes, cotton buds to create their own swirly artwork. Colour mixing to explore different</p>	<p>Role –play (acting out real life scenarios or stories)</p> <p>Make imaginative and complex ‘small worlds’ with blocks/construction kits e.g. a city with buildings and parks</p> <p>Children create lanterns and dragons for Chinese/lunar new year.</p> <p>Introduce the artist Mondrian- Explore, use and refine a variety of artistic effects to express their ideas and feelings Listen attentively, move to and talk about music, expressing their feelings and responses</p>	<p>Role play people who help us- inspiration from visitors coming in. Children use costumes and vocabulary to re-enact the roles and jobs that they do.</p> <p>Children use split pins to create a moving picture Easter cards</p> <p>Using the artwork by the artist Seurat explore dots. Children use cotton buds to create their own dotty artwork. Children practise sketching the outline of their artwork and then use cotton buds/fingers and choose colours carefully to create their dotty paintings.</p>	<p>Role play- children act out the stories that we are reading using masks/costumes/small world/puppets. Children use the language from the stories that we have read</p> <p>Inspiration from the book ‘Grandpa’s Island’, children work together to create their own island. Using junk modelling purposefully to make animals, plants and landscape for their own island. Children use these materials with a purpose- they plan their creation before they make it. Sculpture, cut, stick, glue, selotape, string, masking tape,</p>	<p>Role play- children act out the stories that we are reading using masks/costumes/small world/puppets. Children use the language from the stories that we have read.</p> <p>Using the artwork by the artist Pollak explore creating big canvas paintings. Children use different sized brushes and pens/pencils/chalks to create different sized strokes, shapes and patterns. Exploration of colour continues.</p> <p>Music- Performing using notation- Children will follow pictures and symbols</p>

	<p>Children respond to the music by moving their bodies and begin to give simple opinions about whether they like the music or not.</p> <p><b>Vocabulary:</b> Pulse, rhythm, pitch, tempo, beat, percussion</p>	<p>colour swirls. Children begin to know how to make secondary colours</p> <p>Music Linked to Literacy and phonological awareness: Children will learn to clap a steady beat with others They will be able to copy a rhythm led by the teacher. They will go for walks and listen to sounds in the local school environment and begin to compare them</p> <p>Performing Music: Children will sing and listen to Sing simple songs, and rhymes from memory Build confidence when singing collectively In December, Children will take part in the school Christmas performance, joining in and singing as part of a group.</p> <p><b>Vocabulary:</b></p>	<p>Develop storylines in their pretend play Retell traditional tales using small world and puppets</p> <p>Using the artwork by the artist Mondrian explore squares and rectangle. Children use tape to create their own squares and rectangles. Focus on primary colours to create their own Mondrian inspired paintings. Use paint brushes, paint sticks</p> <p>Music- Children will create musical sounds in response to stimuli. They will choose to play instruments or sound-makers.</p> <p><b>Vocabulary:</b> Pulse, rhythm, pitch, tempo, beat, percussion, call and response.</p>	<p>Music- Composition- Children will create musical sounds in response to stimuli. Choose to play instruments or sound-makers.</p> <p><b>Vocabulary:</b> Pulse, rhythm, pitch, tempo, beat, percussion, call and response.</p>	<p>cardboard, foil,- sculpture#</p> <p>Music- Performing using notation- Children will follow pictures and symbols to guide singing and playing.</p> <p><b>Vocabulary:</b> Pulse, rhythm, pitch, tempo, beat, percussion, call and response.</p>	<p>to guide singing and playing.</p> <p><b>Vocabulary:</b> Pulse, rhythm, pitch, tempo, beat, percussion, call and response.</p> <p><b>ELG: Creating with Materials</b> Children at the expected level of development will: - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.</p> <p><b>ELG: Being Imaginative and Expressive</b> Children at the expected level of development will: - Invent, adapt and recount narratives and stories with peers and</p>
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		Pulse, rhythm, pitch, tempo, beat, percussion, call and response. , call and response.				<p>their teacher;</p> <ul style="list-style-type: none"> <li>- Sing a range of well-known nursery rhymes and songs;</li> <li>- Perform songs, rhymes, poems and stories with others, and –</li> </ul> <p>when appropriate – try to move in time with music.</p>
<b>Topic/ theme days/ parent events/ visits/ visitors</b>	Home visits/ Transition/staggered starts Phonics parent meeting Pyjama day	Meet the teacher meeting for parents. Halloween Firework night Carols around the tree Nativity	Spring Chinese New Year Valentine's day Big Garden bird watch	Visit from paramedic /police officer/Firefighters	Visit to local area-church, canal, North Hall  Hatching chicks Lambs visit school	Trip to seaside and Sea World, Brighton Transition to Year 1 Sports day Whole school picnic Year 5/6 production