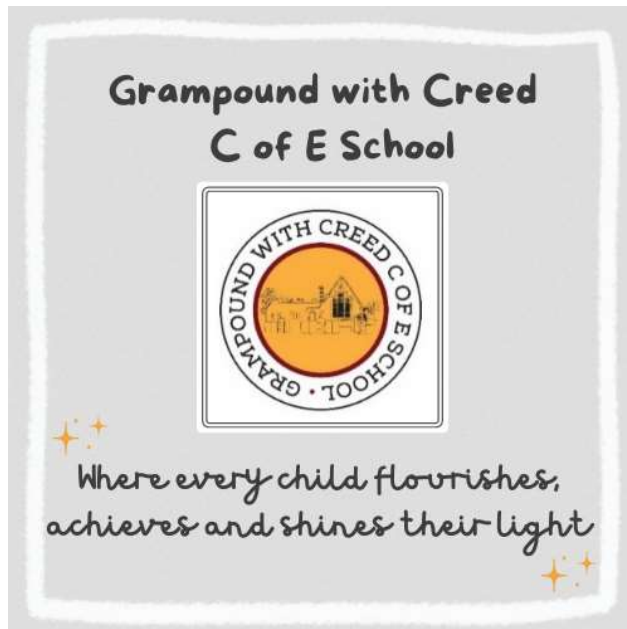




Early Years Foundation Stage at Grampound with Creed

Intent



‘Every child deserves the best possible start in life and the support that enables them to fulfil their potential.’

Statutory framework for the early years foundation stage (September 2021)

At Grampound with Creed CofE School, we aim to provide the highest quality care and education for all our children. We believe in offering our children an education rich in memorable experiences that allow their curiosity, creativity and individuality to grow. Through our rich learning environment, strong Christian vision and values, every child is encouraged to flourish and succeed whilst building a strong foundation for their future learning.

We recognise that children learn most effectively when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults who care for them. It is our priority to provide an environment that is safe, inclusive and stimulating, where all children can enjoy learning and grow in confidence. Activities and experiences are provided in response to our observation of children's needs, interests, and stages of development.

Our practice is under-pinned by the **Characteristics of Effective Learning** set out in the framework:

- **Playing and exploring** – children investigate and explore 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.

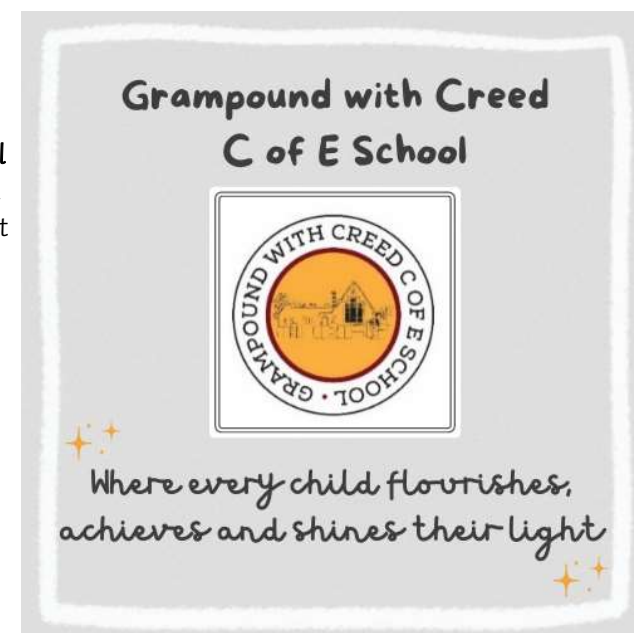
Our carefully designed curriculum is based on the 7 areas of learning; **Communication and Language, Personal, Social and Emotional Development, Physical Development, Literacy, Maths, Understanding the World and Expressive Arts and Design** set out in the Statutory framework for the Early Years Foundation Stage. Key knowledge and skills are taught progressively through engaging topics, allowing children to enjoy memorable experiences and make cross-curricular links in their learning.

We deliver a broad and balanced Religious Education programme that is taught in discrete weekly lessons. Our curriculum is based on a variety of schemes, including: Understanding Christianity, RE Today and Curriculum Kernewek, providing a balance of Christianity and other world religions.

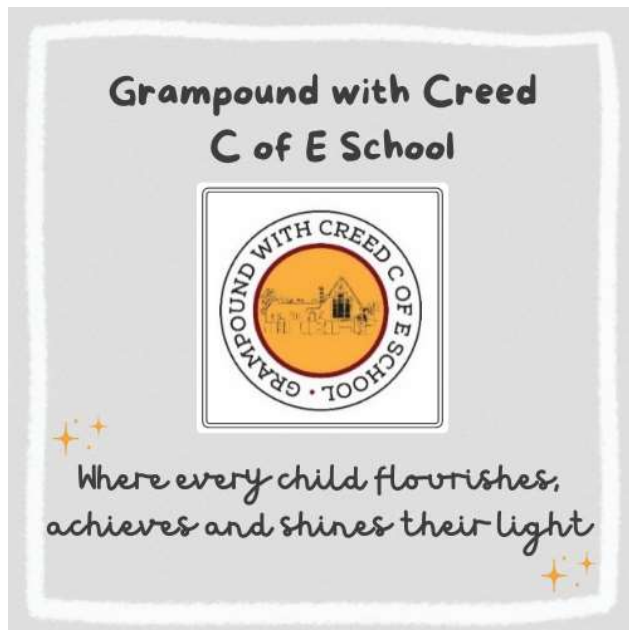
Children are taught to read and write through daily systematic phonics lessons, following the Read, Write, Inc, programme. Children are constantly assessed in their phonic ability to ensure they are always working at the right level of challenge.

Early maths skills and knowledge are taught daily, through practical, engaging and interactive activities. We follow a Maths Mastery programme developed by the National Centre for Excellence in Teaching Mathematics, supported by the White Rose Maths scheme. Children's attainment and progress is constantly monitored through ongoing observations and discussions and key moments in their learning are recorded in a portfolio on Class Dojo and shared immediately with parents/carers. Children's achievements are recognised and celebrated regularly in class and whole school Collective Worship, when they have been noticed being the light, through their behaviour, attitudes and learning.

Implementation



Impact



Our children will be actively engaged in their learning and the enjoyment of this learning will be apparent in their daily provision. All children will experience a curriculum that provides exciting and enriching learning experiences and opportunities for them to learn through meaningful, first-hand experiences.

Children will show curiosity about the world around them, confidently taking risks and showing resilience.

Our children will live by our school vision and values, showing an understanding of their rights and responsibilities in a diverse, fast-changing world.

We know that by the end of Foundation Stage at Grampound with Creed C of E School, our children will have developed the essential knowledge and skills required to transition confidently into Key Stage One and succeed in their journey as lifelong learners.

The Statutory Early Years Framework

The Early Learning Goals

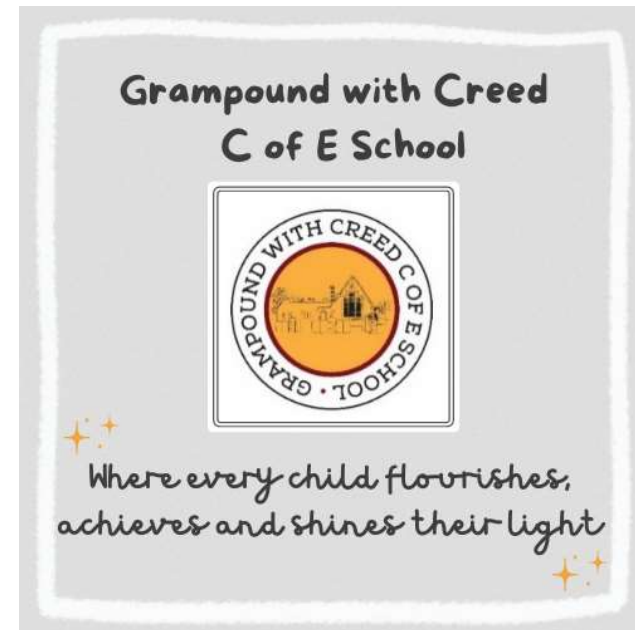
The Early Learning Goals (ELGs) are the knowledge, skills and understanding which young children should have acquired by the time they reach the age of five.

There are three prime areas of learning:

Communication and Language Development
Personal, Social and Emotional Development
Physical Development

There are four core areas of learning:

Literacy
Maths
Understanding the World
Expressive Arts and Design






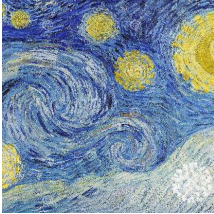




Characteristics of Effective Learning

In addition, the 'Characteristics of Effective Learning' underpin learning and development across all areas and support the child to remain an effective and motivated learner. The Characteristics of Effective Learning are:

- Playing and exploring-engagement
- Active learning-motivation
- Creating and thinking critically-thinking



Long Term Plan

Autumn Term			Spring Term			Summer Term	
<p>Do you want to be friends?"</p> 	<p>Exploring Autumn</p> 	<p>Sparkle and Shine</p> 	<p>Starry Night</p> 	<p>Once upon a time</p> 	<p>Easter</p> 	<p>All Things Bright and Beautiful</p> 	<p>Who Lives in a Rock Pool?</p> 

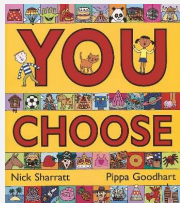


Reading Spine

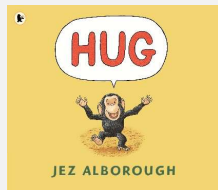
Children in nursery will listen to and join in with...

Autumn 1

You Choose by Nick Sharratt and Pippa Goodhart

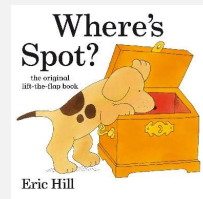


Hug by Jez Alborough

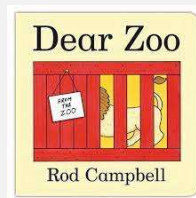


Autumn 2

Where's Spot? By Eric Hill

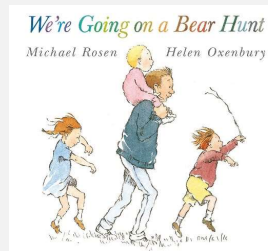


Dear Zoo by Rod Campbell

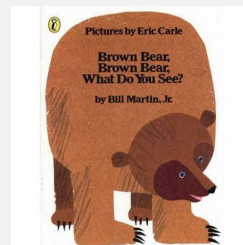


Spring 1

We're Going on a Bear Hunt

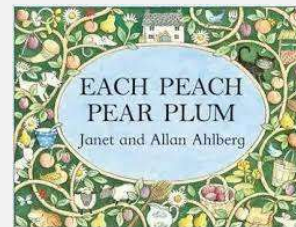


Brown Bear, Brown Bear, What do you See?

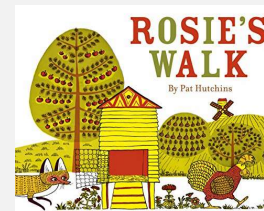


Spring 2

Each Peach Pear Plum by Janet and Allan Ahlberg

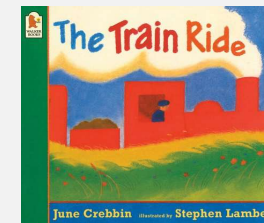


Rosie's Walk by Pat Hutchins

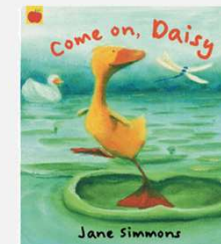


Summer 1

Train Ride

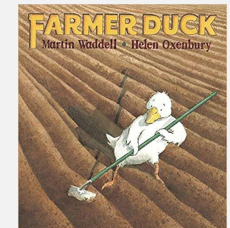


Come on Daisy by Jane Simmons

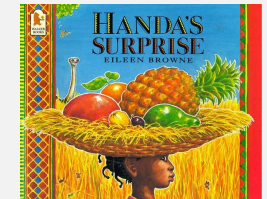


Summer 2

Farmer Duck by Martin Waddell and Helen Oxenbury



Handa's Surprise by Eileen Browne



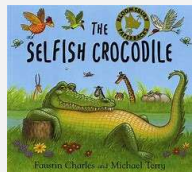
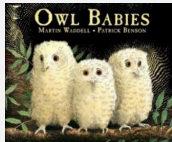


Reading Spine

Children in reception will listen to and join in with...

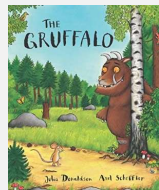
Autumn 1

Owl Babies
by Martin Waddell and Patrick Benson



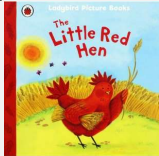
The Selfish Crocodile
by Faustin Charles

The Gruffalo
by Julia Donaldson

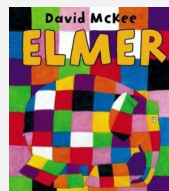


Stick man
by Julia Donaldson

The Little Red Hen

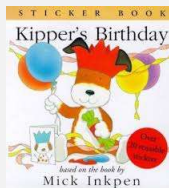
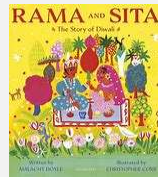


Autumn 2



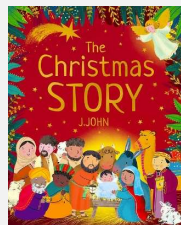
Elmer
by David McKee

The story of Rama and Sita



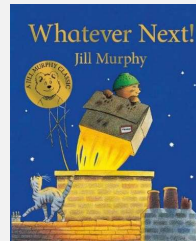
Kipper's Birthday
by Mick Inkpen

The Christmas Story

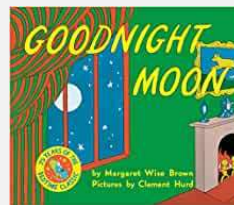


Spring 1

Whatever Next
by Jill Murphy

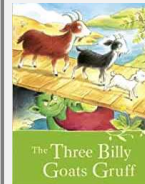


Goodnight Moon
by Margaret Brown



Spring 2

The Three Little Pigs



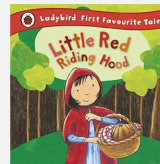
Little Red Riding Hood



The Easter Story



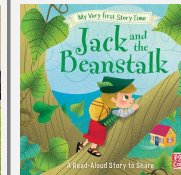
The Three Billy Goats Gruff



Lost and Found
by Oliver Jeffers

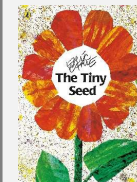
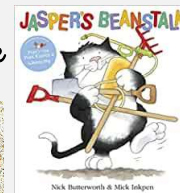


Summer 1



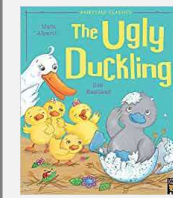
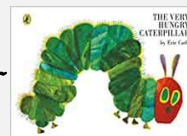
Jack and the Beanstalk

Jasper's Beanstalk



The Tiny Seed
by Eric Carle

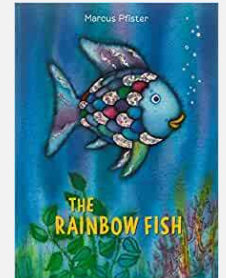
The Very Hungry Caterpillar
by Eric Carle



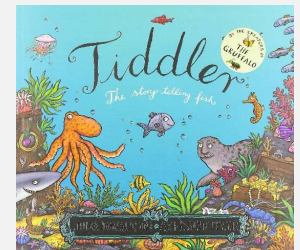
The Ugly Duckling

Summer 2

The Rainbow Fish
by Marcus Pfister




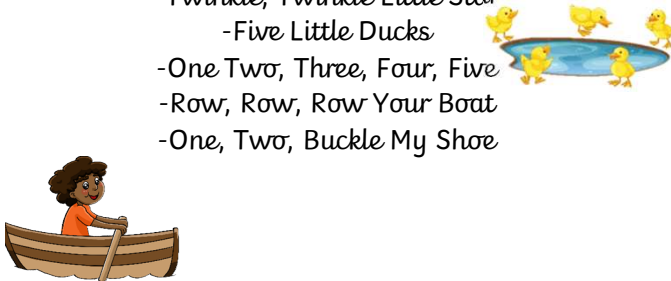
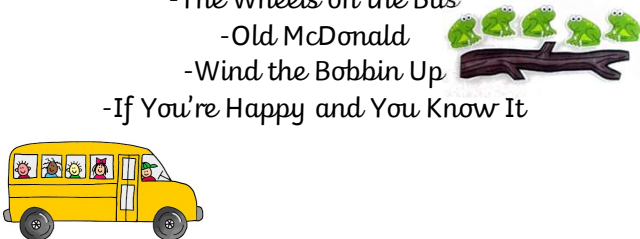
Tiddler
by Julia Donaldson





Early Reading




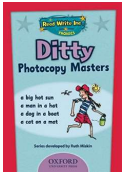
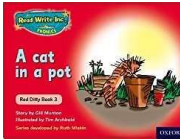

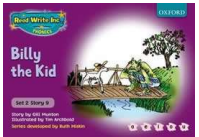
Children in nursery will learn to...

Autumn	Spring	Summer
<p>In this term, the nursery pupils will</p> <ul style="list-style-type: none"> -listen to and join in with rhymes -learn my turn, your turn signals -recognise and respond to the stop signal 	<p>In this term, the nursery pupils will</p> <ul style="list-style-type: none"> -hear the sounds at the beginning of words -recognise the picture card which represent each sound -learn the vocabulary needed to recognise the picture card 	<p>In this term, the nursery pupils will</p> <ul style="list-style-type: none"> -learn to read the set one speed sounds -learn to orally blend using the set one speed sounds
<p>Listen to and begin to join in with the rhymes:</p> <ul style="list-style-type: none"> -Jack and Jill -Humpty Dumpty -Pat-a-cake, Pat-a-cake -Hicory Dickory Dock -Incy Wincy Spider 	<p>Listen to and begin to join in with the rhymes:</p> <ul style="list-style-type: none"> -Twinkle, Twinkle Little Star -Five Little Ducks -One Two, Three, Four, Five -Row, Row, Row Your Boat -One, Two, Buckle My Shoe 	<p>Listen to and begin to join in with the rhymes:</p> <ul style="list-style-type: none"> -Five Little Speckled Frogs -The Wheels on the Bus -Old McDonald -Wind the Bobbin Up -If You're Happy and You Know It 
Daily fred games		



Early Reading

Children in reception will learn to...

Early Reading Stage						
Set 1 Group A	Set 1 Group B	Set 1 Group C	Ditties	Red	Green	Purple
<p>At this stage, pupils will be learning to:</p> <ul style="list-style-type: none"> -read the first 16 sounds -learn to blend word time 1.1-1.3 -spell using fred fingers 	<p>At this stage, pupils will be learning to:</p> <ul style="list-style-type: none"> -read the first 25 single letter sounds -learn to blend word time 1.1-1.4 -spell using fred fingers 	<p>At this stage, pupils will be learning to:</p> <ul style="list-style-type: none"> -read the first 25 single letter sounds -blend speedily -blend independently -read word time 1.1-1.5 -spell using fred fingers 	<p>At this stage, pupils will be learning to:</p> <ul style="list-style-type: none"> -read set 1 special friends -read words with special friends -Read word time 1.6 -Read 3-sound nonsense words -spell using fred fingers 	<p>At this stage, pupils will be learning to:</p> <ul style="list-style-type: none"> -read set 1 sounds speedily -read 4 and 5 sound words -read word time 1.7 -spell using fred fingers -read 3 and 4 sound nonsense words 	<p>At this stage, pupils will be learning to:</p> <ul style="list-style-type: none"> -read set 2 sounds and matching phonics green words including longer words -Read nonsense words -Spell using fred fingers 	<p>At this stage, pupils will be learning to:</p> <ul style="list-style-type: none"> -read set 2 sounds and matching phonics green words including longer words -Read nonsense words -Spell using fred fingers <p>Once secure, read set 3 sounds and matching phonics green words.</p>
						



Skills Progression

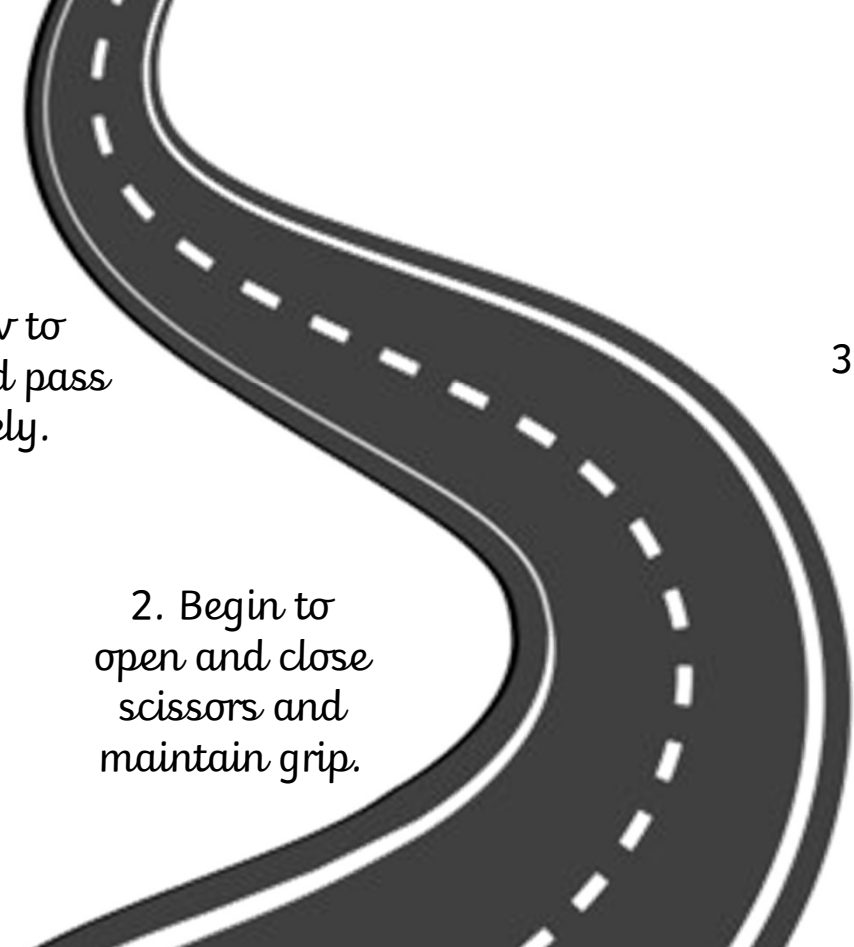
The long-term plan below evidences when the specific areas of skills development are taught discretely. Throughout the year, the continuous provision will be carefully planned and resourced to ensure that the skills taught discretely are secured and mastered.

Autumn	Spring	Summer
<p>The focus for this half-term:</p> <p>Motor</p>	<p>The focus for this half-term:</p> <p>Joining and assembling</p> <p>Painting</p>	<p>The focus for this half-term:</p> <p>Printing</p> <p>Drawing</p>
<p>The focus for this half-term:</p> <p>Malleable</p>	<p>The focus for this half-term:</p> <p>Cutting</p> <p>Collage</p>	<p>The focus for this half-term:</p> <p>Sand</p> <p>Water</p>



Cutting Skills Progression

Children in nursery will learn to...

1. Hold scissors in one hand, using thumb and index finger.
 2. Begin to open and close scissors and maintain grip.
 3. Use a controlled open and close action to make random snips in paper.
 4. Know how to carry, store and pass scissors safely.
 5. Cut in a single straight line using continuous forward cuts.
 6. Choose and use scissors safely for own purposes.
- 



Cutting Skills Progression

Children in reception will learn to...

5. Cut around a circle.

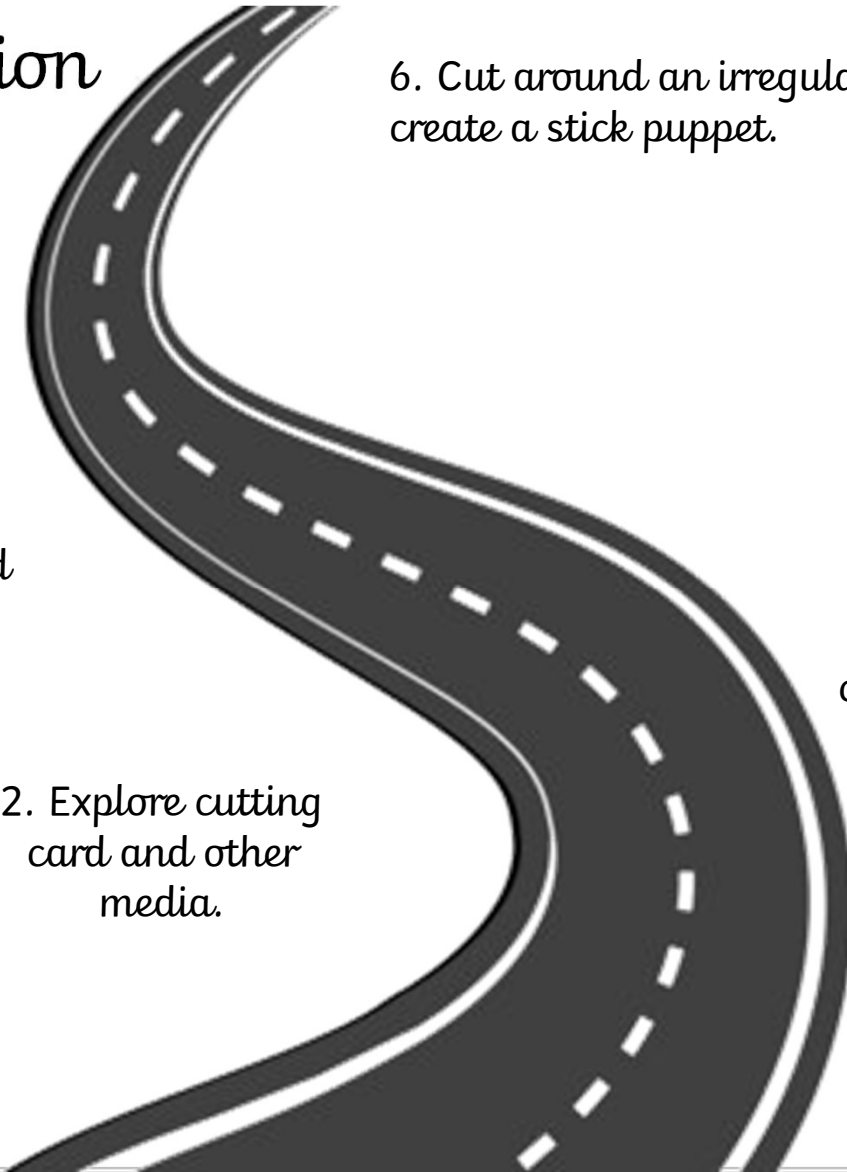
4. Cut along a wavy and curved lines.

2. Explore cutting card and other media.

1. Cut accurately along a straight line.

6. Cut around an irregular shape to create a stick puppet.

3. Cut around triangles and rectangles by changing direction at the corners.





Collaging Skills Progression

Children in nursery will learn to...

5. Stick various media onto solid surfaces (junk modelling).

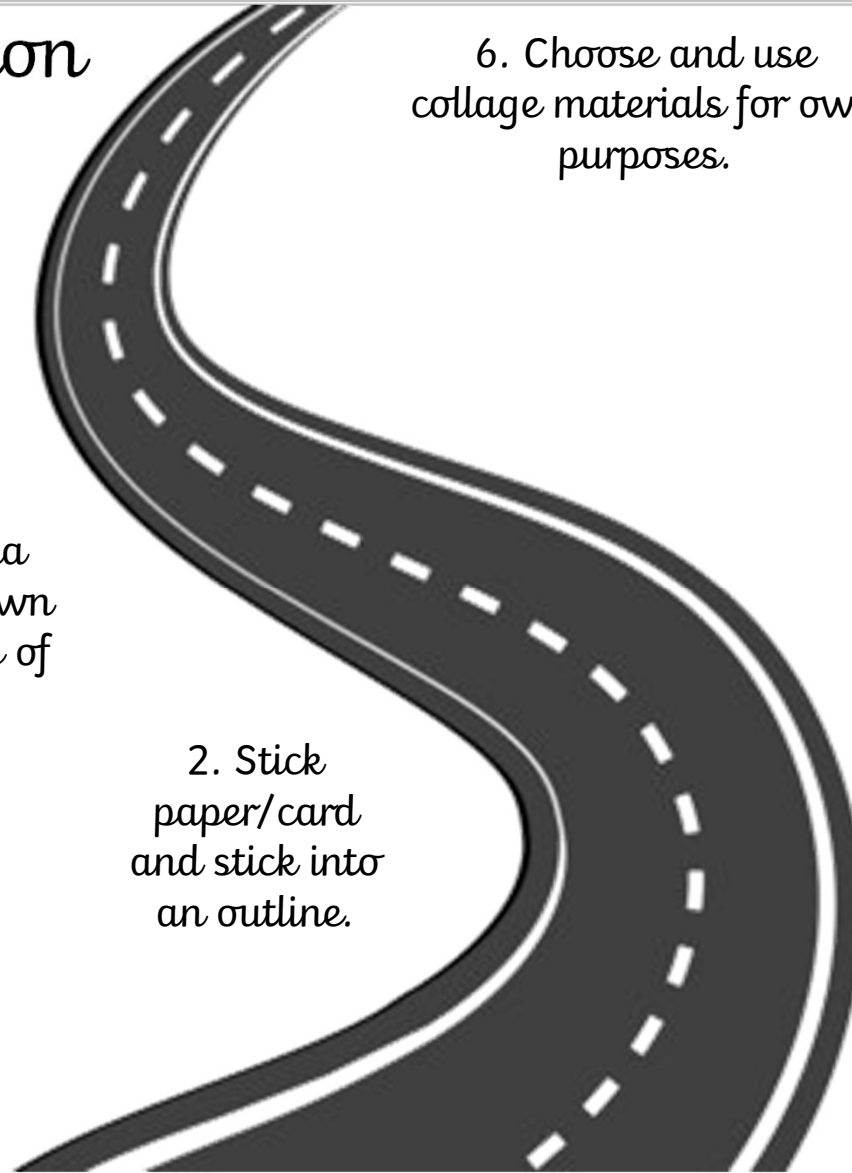
4. Stick various media onto paper to create own simple representations of people/animals.

1. Stick pre cut paper/card randomly onto paper.

2. Stick paper/card and stick into an outline.

6. Choose and use collage materials for own purposes.

3. Stick various 3D media onto paper to make new effects.

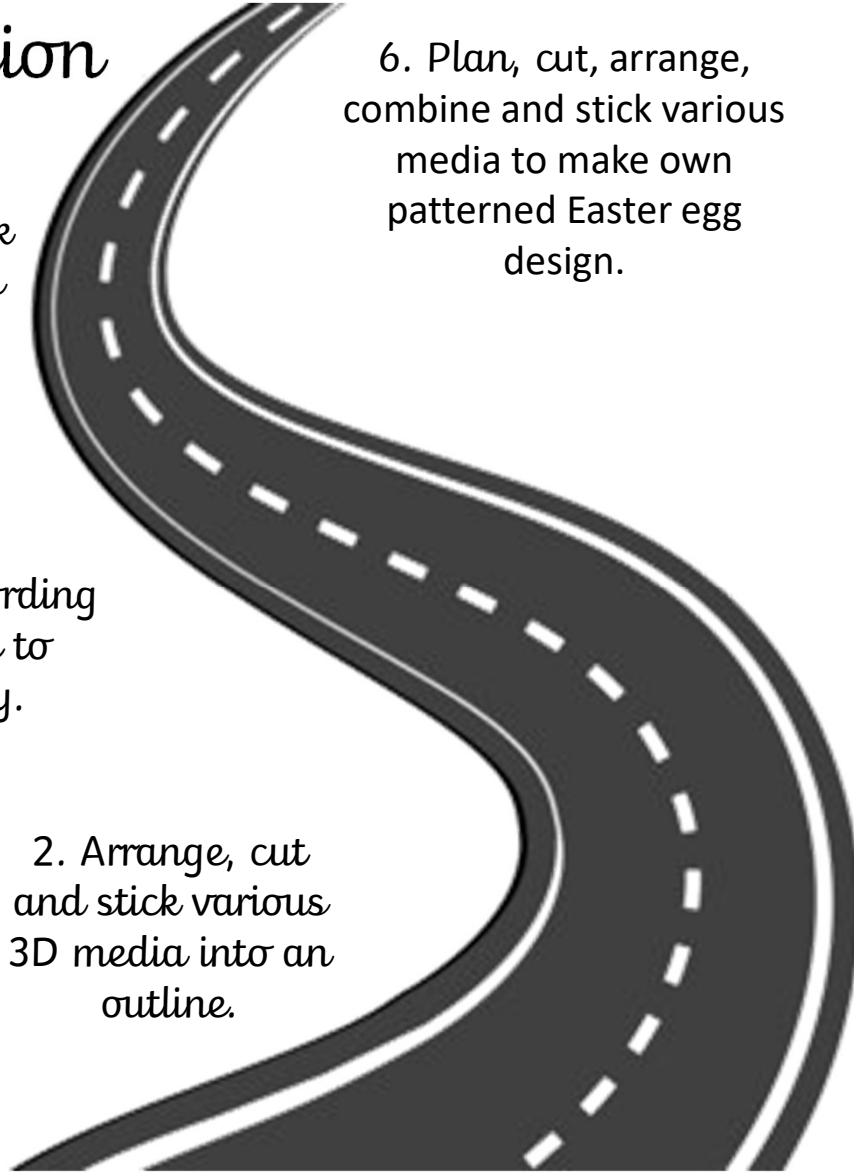




Collaging Skills Progression

Children in reception will learn to...

1. Arrange and stick pre cut paper/card into a simple outline.
2. Arrange, cut and stick various 3D media into an outline.
3. Combine a variety of 2D and 3D media to create own simple representations of people/animals.
4. Select media according to colour and size to represent scenery.
5. Cut, arrange and stick a combination of media to make an accurate representation of a flower.
6. Plan, cut, arrange, combine and stick various media to make own patterned Easter egg design.

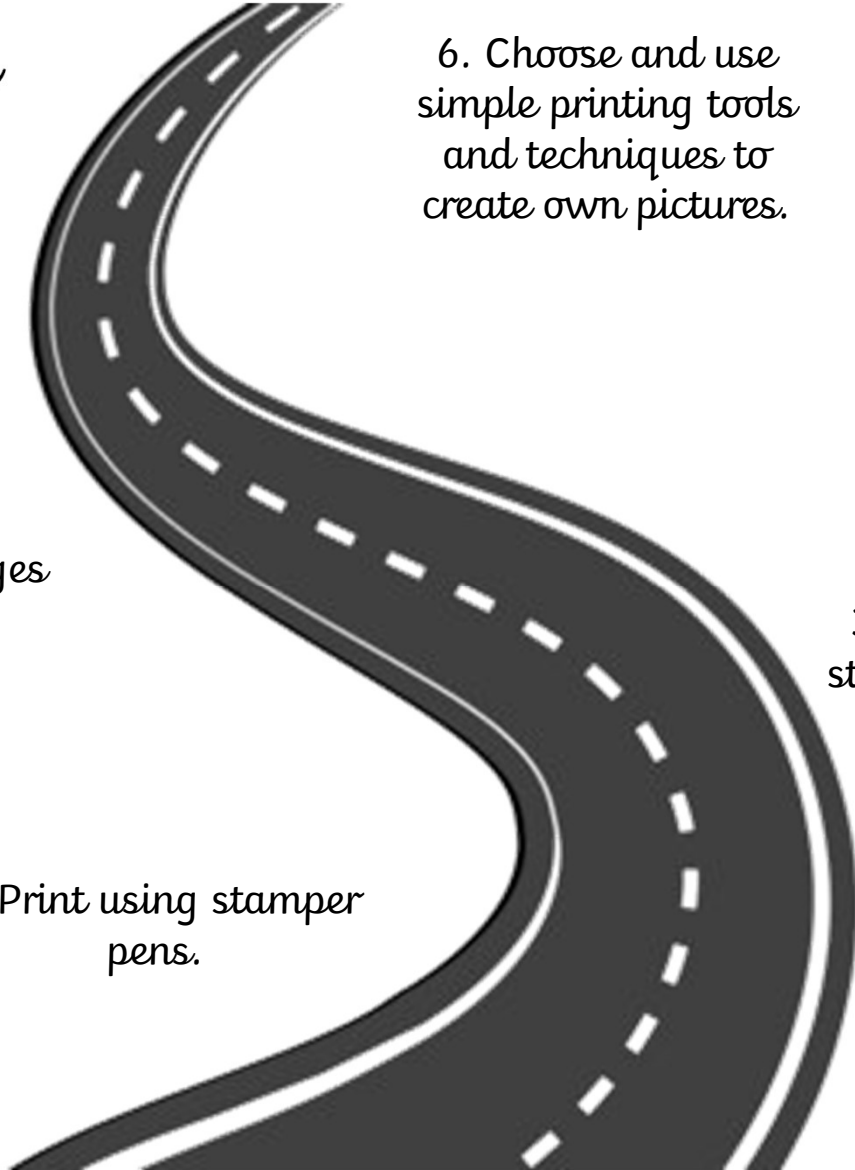




Printing Skills Progression

Children in nursery will learn to...

1. Print using hands and paint.
2. Print using stamper pens.
3. Print using stamps and ink.
4. Print using sponges and paint.
5. Print using large, solid objects and paint.
6. Choose and use simple printing tools and techniques to create own pictures.

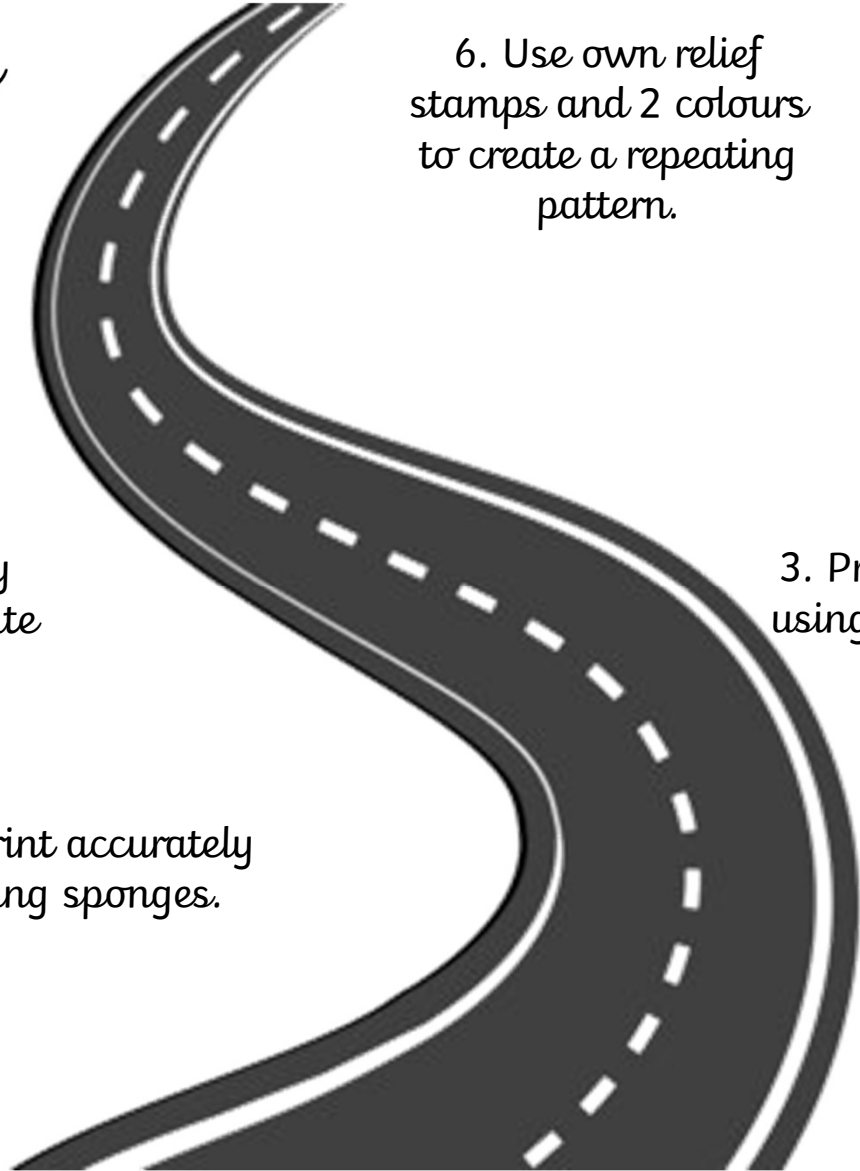




Printing Skills Progression

Children in reception will learn to...

1. Print accurately using hands and fingers.
2. Print accurately using sponges.
3. Print accurately using large objects.
4. Print accurately using small, intricate objects.
5. Create own relief stamp and apply paint using a roller.
6. Use own relief stamps and 2 colours to create a repeating pattern.





Drawing Skills Progression

Children in nursery will learn to...

5. Make representations of people, animals or objects, adding colour and simple details.

Pencil Grip Development



Palmar-Supinate Grasp



Digital-Pronate Grasp



Static Tripod Posture



Dynamic Tripod Posture

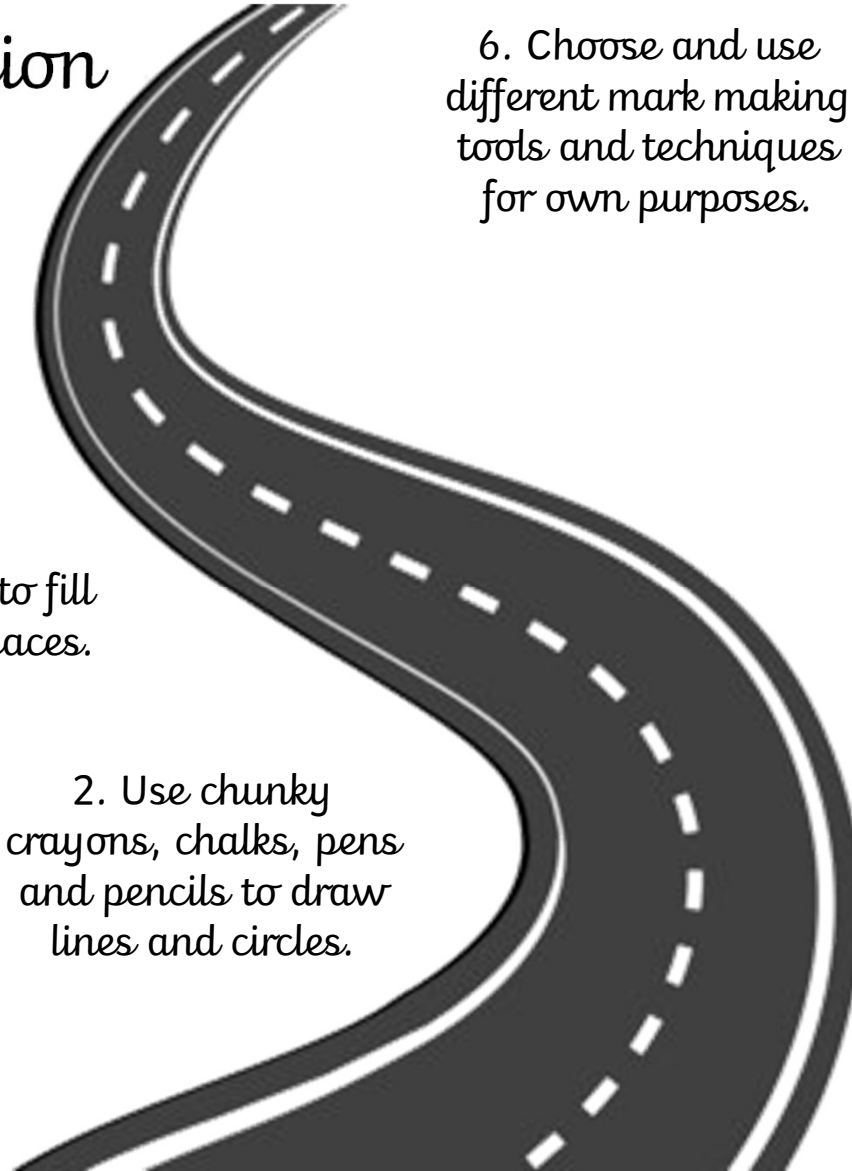
1. Use chunky crayons, chalks, pens and pencils to make marks.

4. Use colour to fill in enclosed spaces.

2. Use chunky crayons, chalks, pens and pencils to draw lines and circles.

6. Choose and use different mark making tools and techniques for own purposes.

3. Use lines to enclose spaces to make simple representations of people.





Drawing Skills Progression

Children in reception will learn to...

5. Experiment with shading using different grades of pencil.

Pencil Grip Development



Palmar-Supinate Grasp



Digital-Pronate Grasp



Static Tripod Posture



Dynamic Tripod Posture

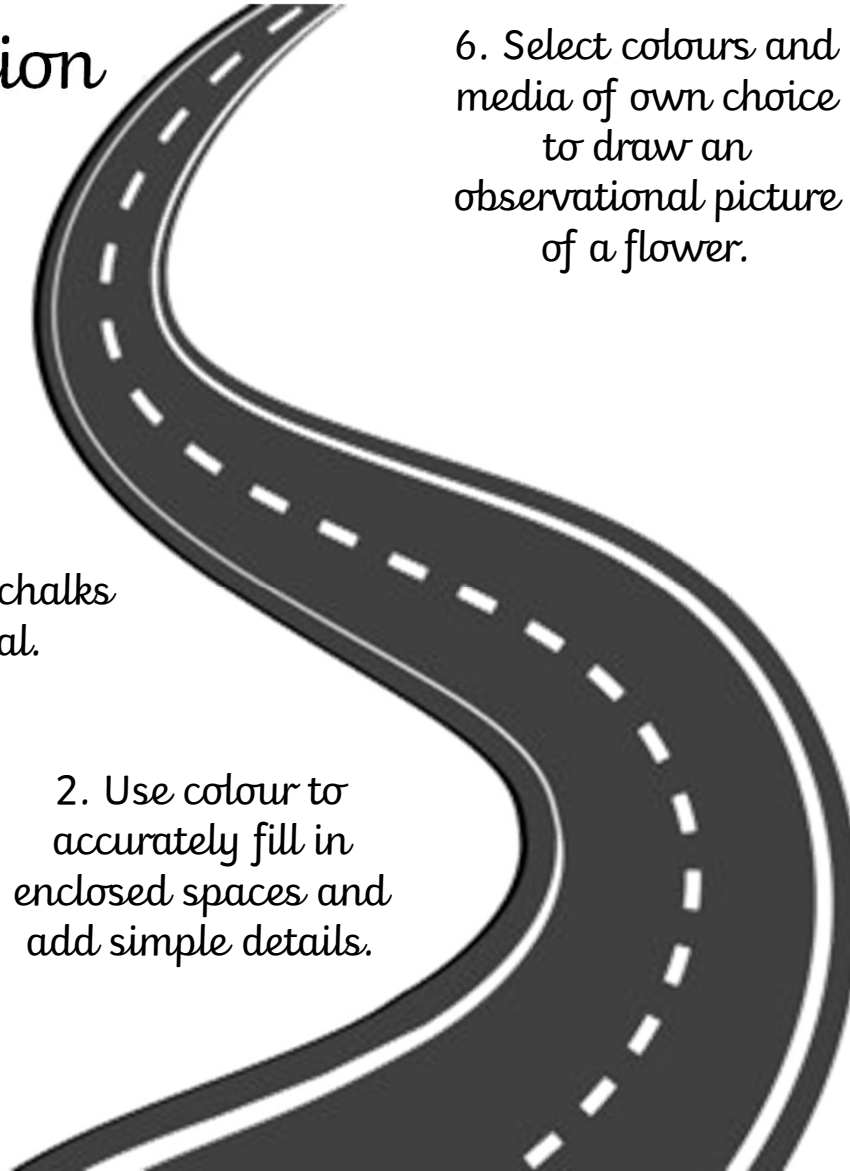
1. Use lines and circles to enclose spaces to make simple representations of people.

4. Draw using chalks and charcoal.

2. Use colour to accurately fill in enclosed spaces and add simple details.

6. Select colours and media of own choice to draw an observational picture of a flower.

3. Closely observe and record detail when drawing.

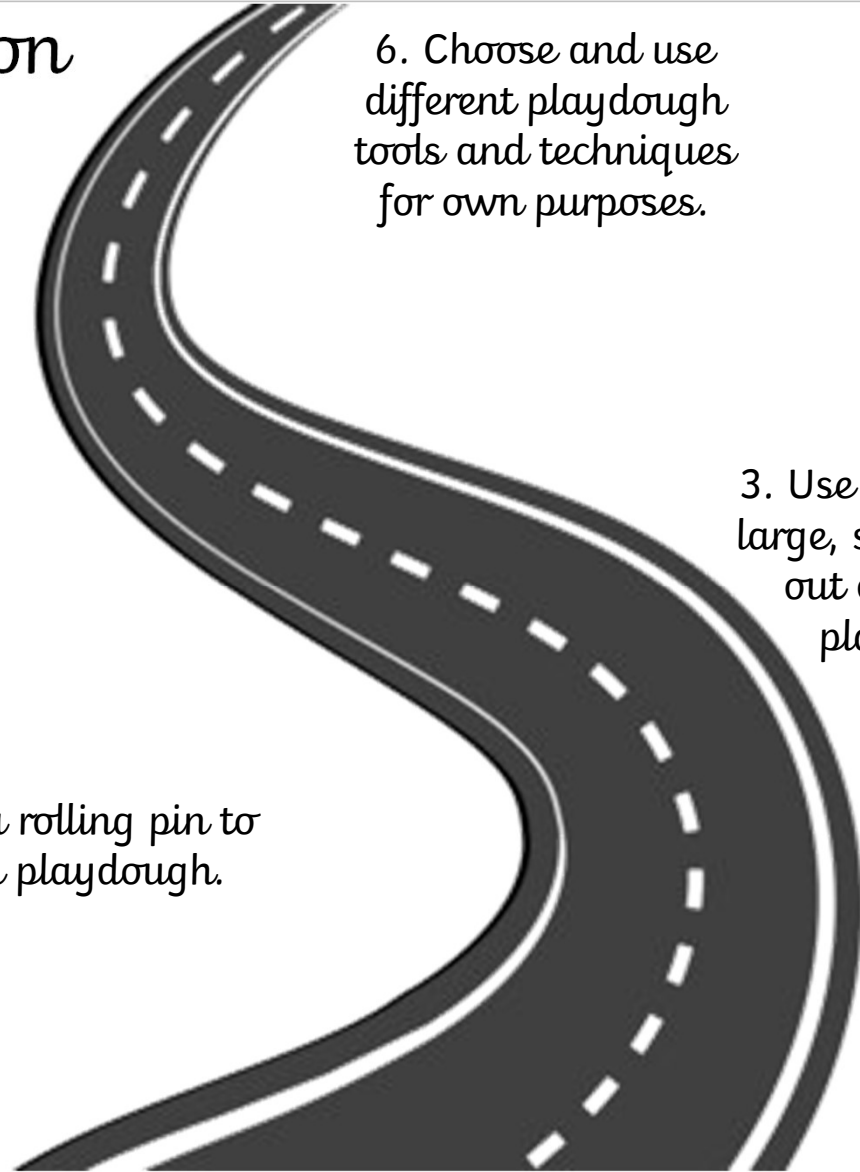




Malleable Skills Progression

Children in nursery will learn to...

1. Use hands to flatten playdough.
2. Use a rolling pin to flatten playdough.
3. Use cutters to cut large, simple shapes out of flattened playdough.
4. Use tools to make simple marks in flattened playdough.
5. Use hands to roll playdough into a sausage shape.
6. Choose and use different playdough tools and techniques for own purposes.

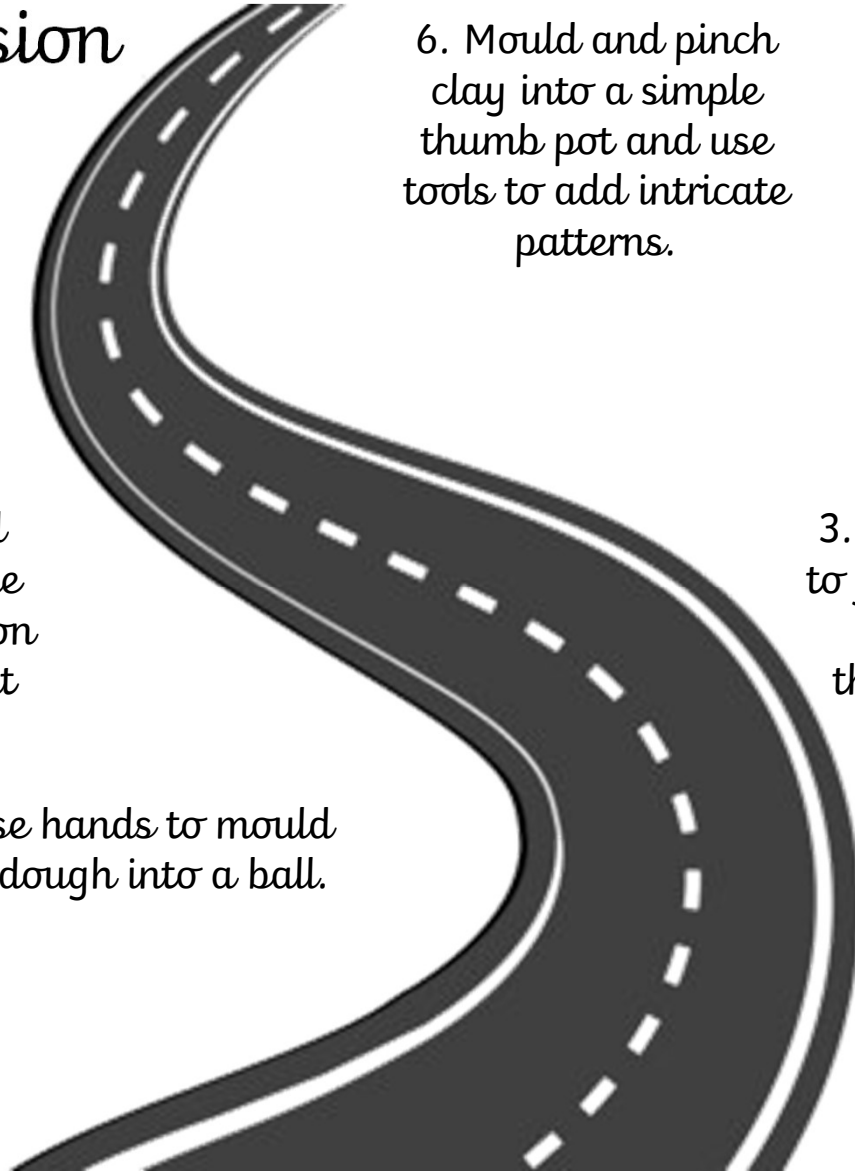




Malleable Skills Progression

Children in reception will learn to...

1. Use hands to roll playdough into a sausage shape of consistent thickness.
2. Use hands to mould playdough into a ball.
3. Use a rolling pin to flatten playdough to a consistent thickness and use tools to make impressions.
4. Use hands to mould playdough into a simple representation of a person or animal. Add different media to decorate.
5. Use hands to roll and mould clay. Smooth out cracks using a wet finger.
6. Mould and pinch clay into a simple thumb pot and use tools to add intricate patterns.





Painting Skills Progression

Children in nursery will learn to...

5. Paint a simple representation of a person or animal.

Pencil Grip Development



Palmar-Supinate Grasp



Digital-Pronate Grasp



Static Tripod Posture



Dynamic Tripod Posture

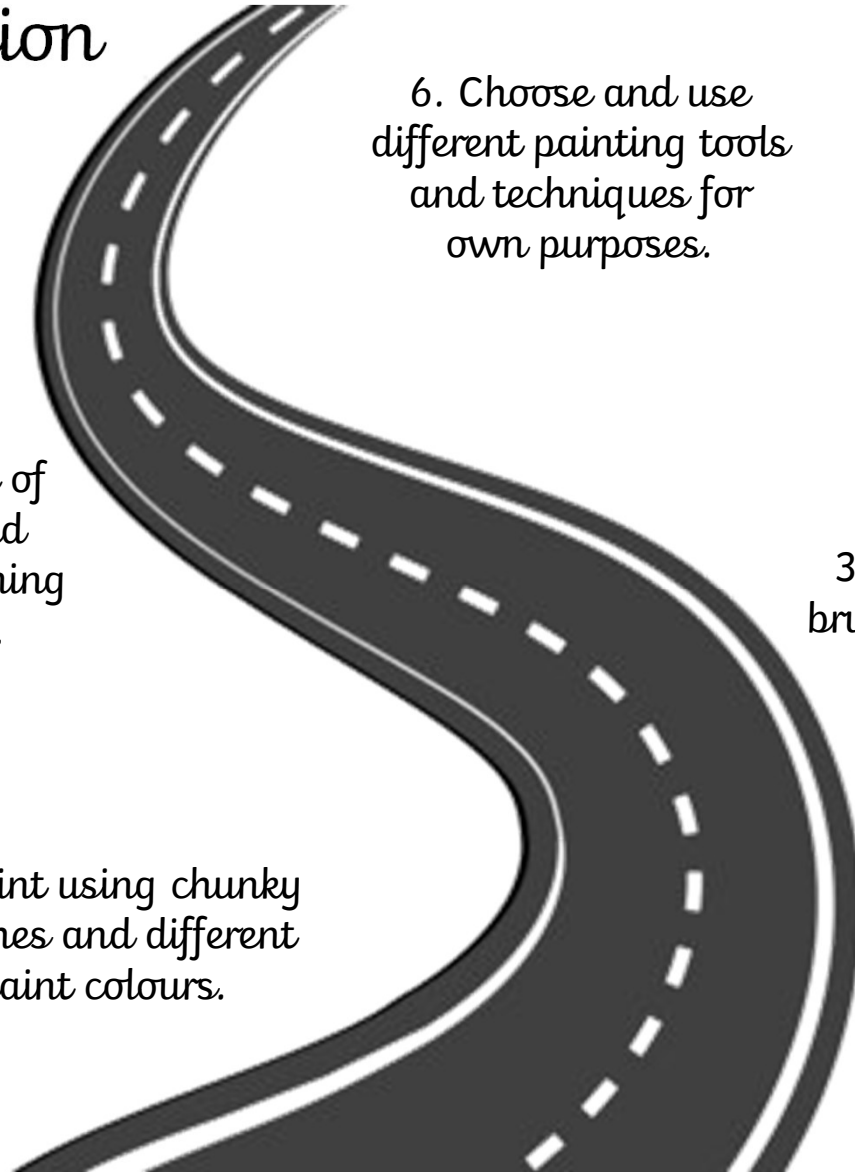
1. Paint with water using large brushes on different textured surfaces, horizontally and vertically.

4. Paint a range of marks, lines and circles. Give meaning to own marks.

2. Paint using chunky brushes and different paint colours.

6. Choose and use different painting tools and techniques for own purposes.

3. Make repeated brush strokes in one direction.





Painting Skills Progression

Children in reception will learn to...

5. Make lighter shades of primary colours by adding different amounts of white paint (match to Dulux colour strips).

Pencil Grip Development



Palmar-Supinate Grasp



Digital-Pronate Grasp



Static Tripod Posture



Dynamic Tripod Posture

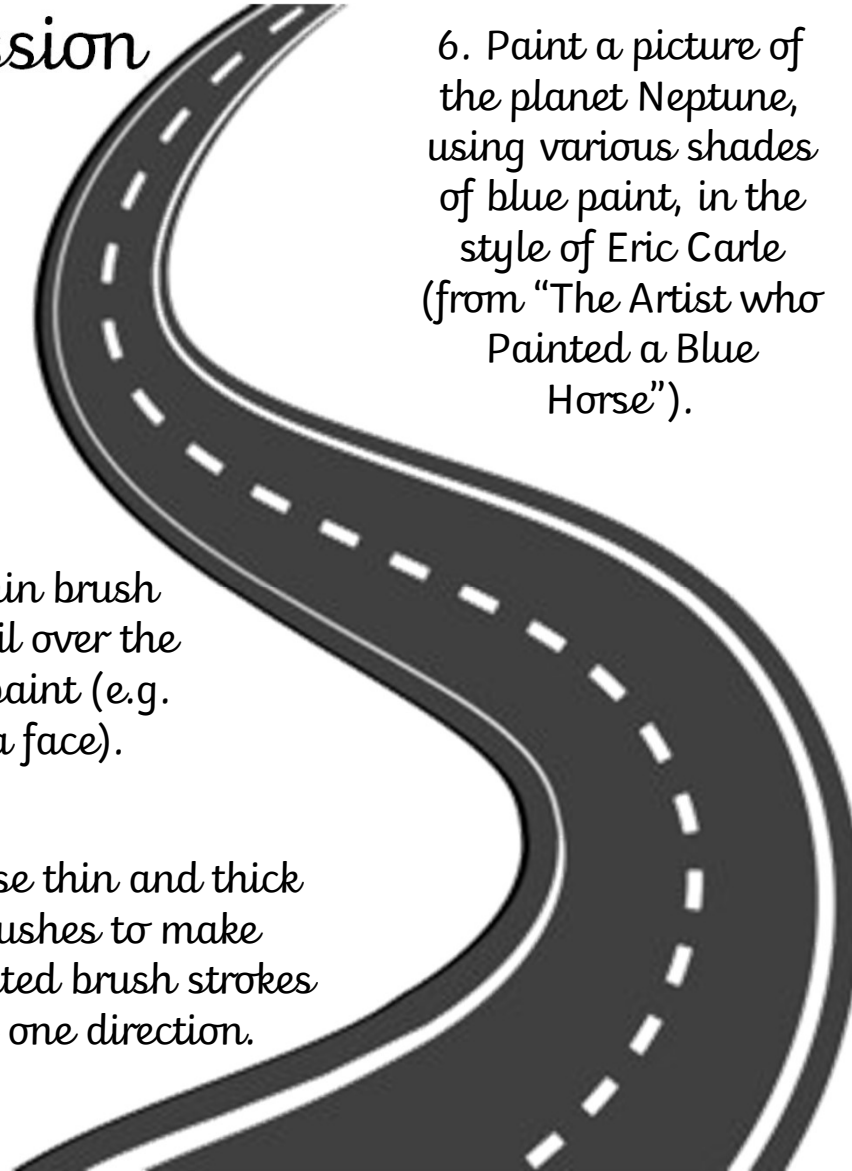
1. Mix primary colours together using hands (one colour on each hand and rub!)

4. Use a thin brush to add detail over the top of dry paint (e.g. eyes on a face).

2. Use thin and thick brushes to make repeated brush strokes in one direction.

6. Paint a picture of the planet Neptune, using various shades of blue paint, in the style of Eric Carle (from "The Artist who Painted a Blue Horse").

3. Select (and mix) colours to paint a simple representation of a person, animal or object.





Motor Skills Progression

Children in nursery will learn to...

5. Use a wrist pivot to use tools and mark make.

Pencil Grip Development



Palmar-Supinate Grasp



Digital-Pronate Grasp



Static Tripod Posture



Dynamic Tripod Posture

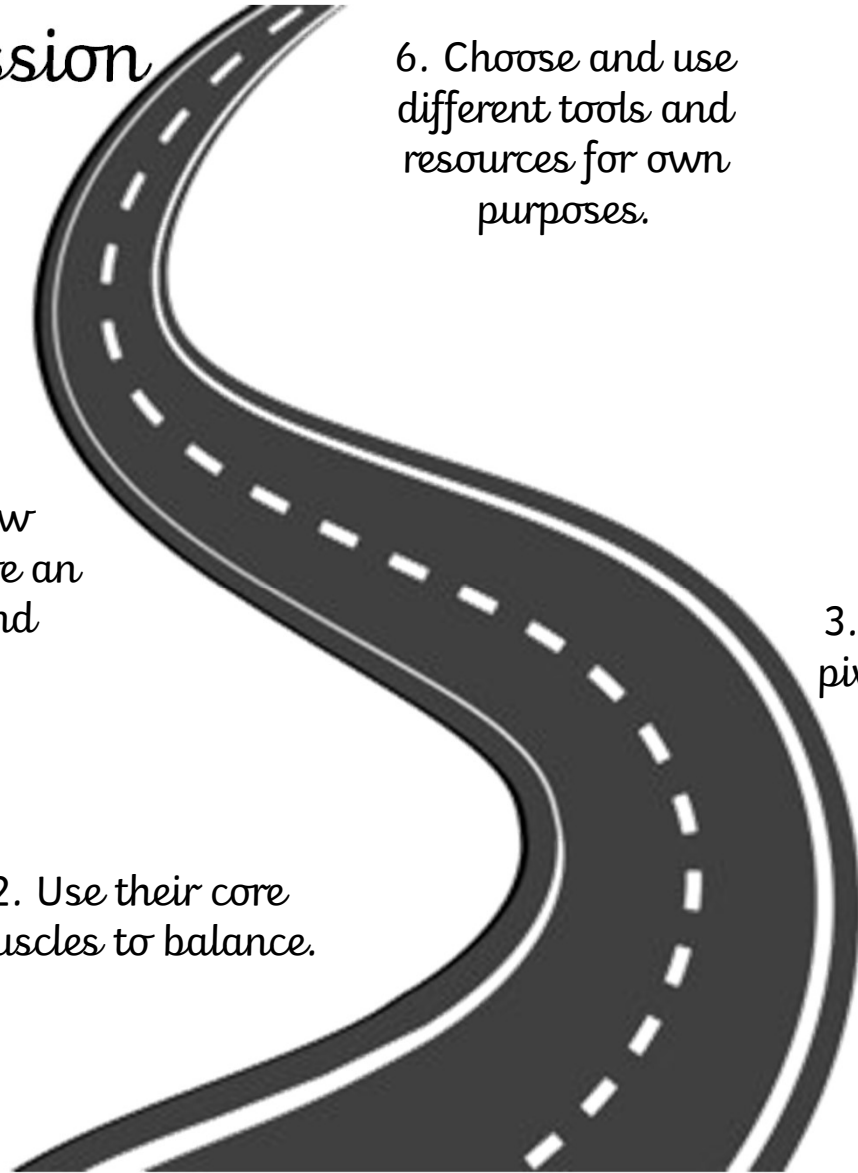
4. Use an elbow pivot to stir, wave an object, push and pull.

2. Use their core muscles to balance.

1. Use core muscles to move around in different ways.

6. Choose and use different tools and resources for own purposes.

3. Use a shoulder pivot to lift, carry, reach up and climb.





Motor Skills Progression

Children in reception will learn to...

5. Use a tri pod grip for writing and drawing.

Pencil Grip Development



Palmar-Supinate Grasp



Digital-Pronate Grasp



Static Tripod Posture



Dynamic Tripod Posture

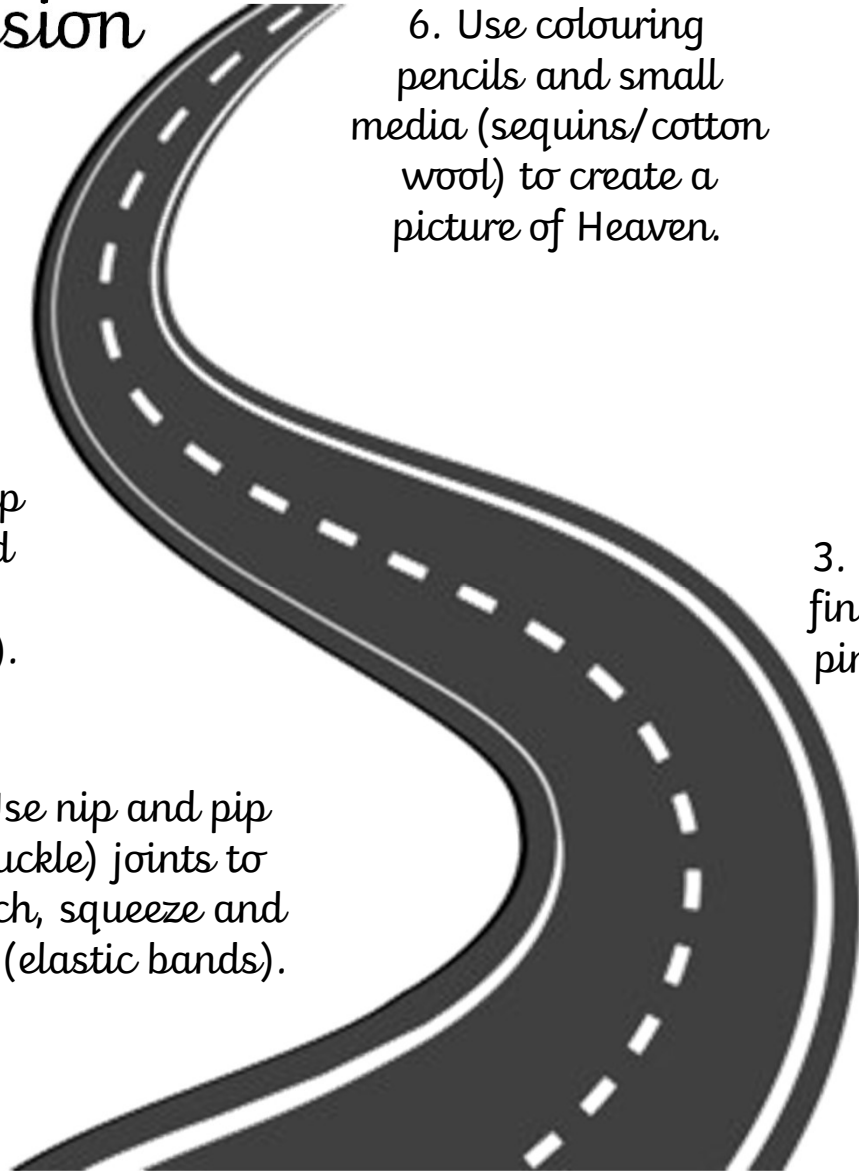
1. Use a wrist pivot to use tools and mark make with control.

4. Use a pincer grip to hold, pinch and manipulate (peg boards, threading).

2. Use nip and pip (knuckle) joints to stretch, squeeze and hold (elastic bands).

6. Use colouring pencils and small media (sequins/cotton wool) to create a picture of Heaven.

3. Use hand and finger muscles to pinch, press and grip (Lego).

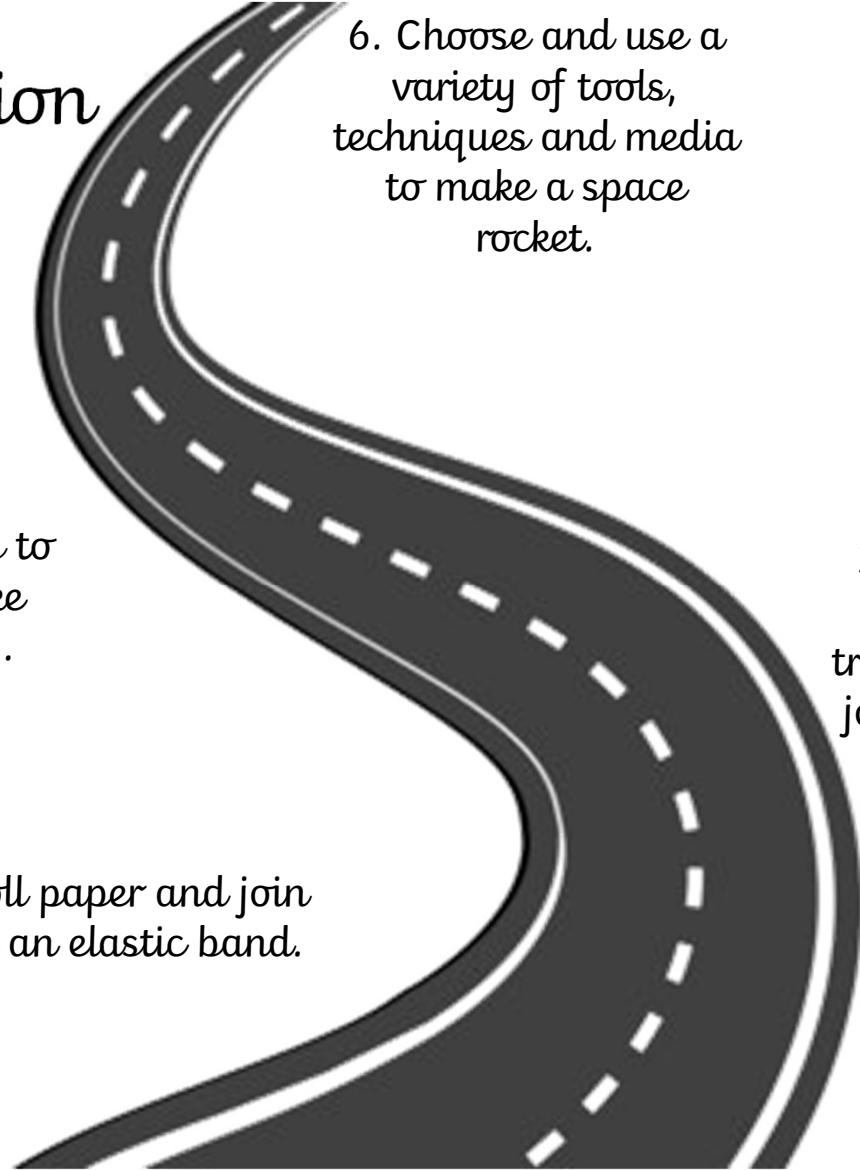




Joining and assembling Skills Progression

Children in reception will learn to...

1. Fold paper and card and join with a stapler.
2. Roll paper and join with an elastic band.
3. Use a hole punch and treasury tags to join paper and card.
4. Use split pins to join card (make moving parts).
5. Use glue gun to join different media.
6. Choose and use a variety of tools, techniques and media to make a space rocket.





Sand Skills Progression

Children in nursery will learn to...

1. Scoop and pour dry sand using hands.

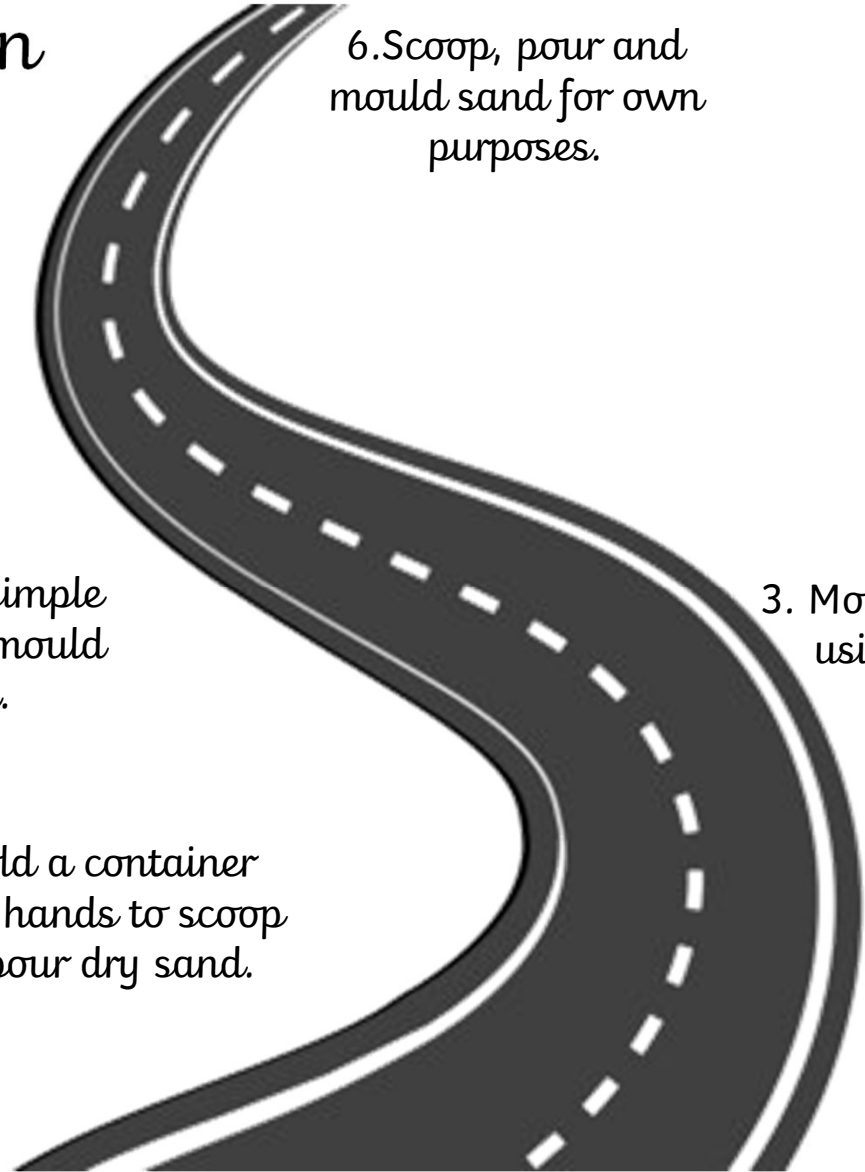
2. Hold a container with 2 hands to scoop and pour dry sand.

4. Use large, simple containers to mould wet sand.

5. Use small containers to mould wet sand.

6. Scoop, pour and mould sand for own purposes.

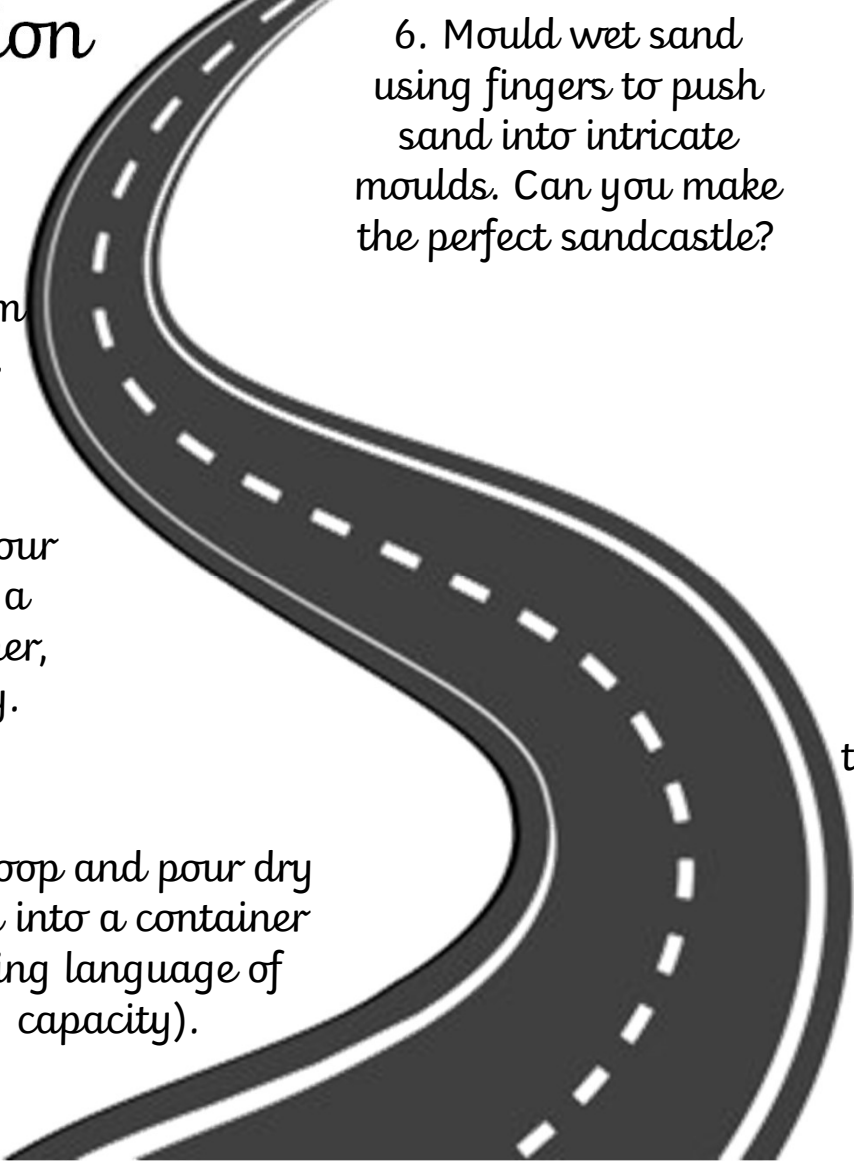
3. Mould wet sand using hands.





Sand Skills Progression

Children in reception will learn to...

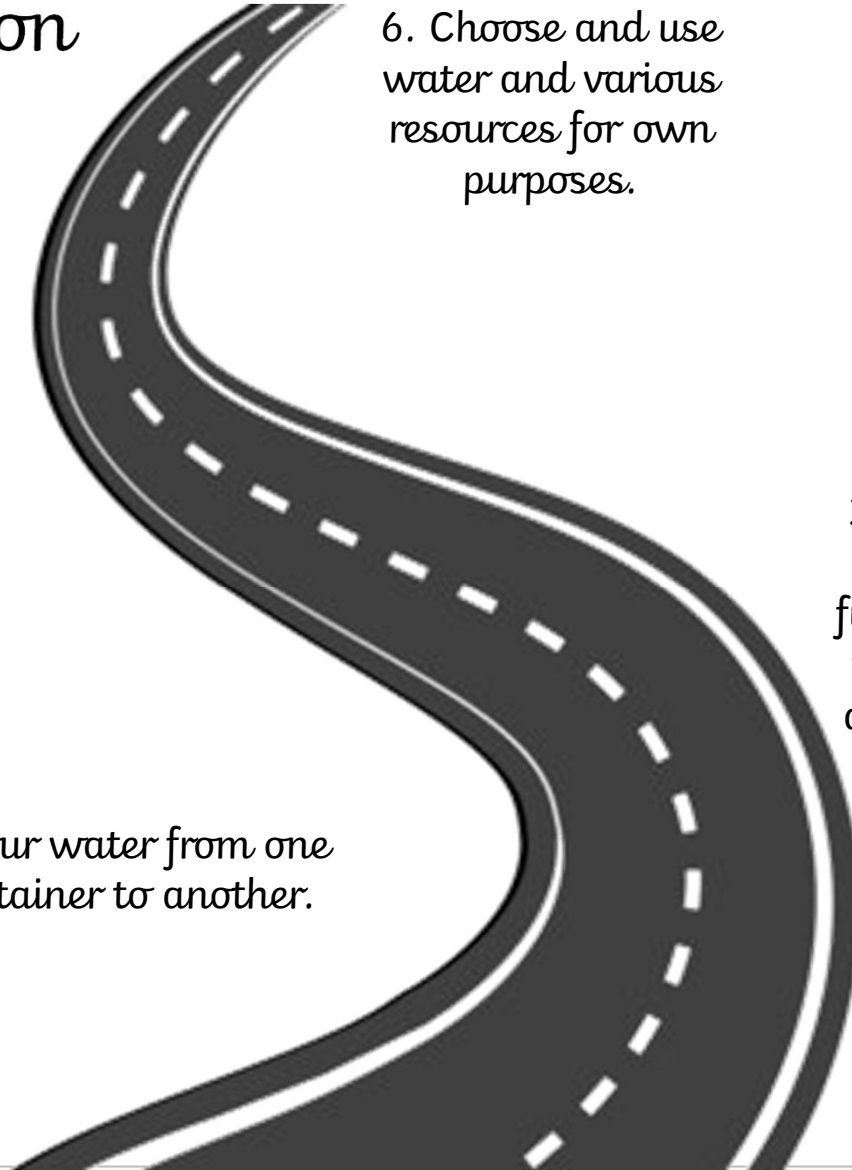
1. Scoop and pour dry sand using one handed containers and tools (jug, mug, sand scoop).
 2. Scoop and pour dry sand into a container (using language of capacity).
 3. Scoop and pour dry sand through funnels and sieves.
 4. Scoop and pour dry sand into a smaller container, with accuracy.
 5. Mould wet sand using a small, medium and large containers.
 6. Mould wet sand using fingers to push sand into intricate moulds. Can you make the perfect sandcastle?
- 



Water Skills Progression

Children in nursery will learn to...

1. Explore warm and cold water and ice.
Add bubbles.
2. Pour water from one container to another.
3. Pour water through funnels, sieves, wheels, pipes and guttering.
4. Transport water from one place to another using a container.
5. Explore items that float and sink.
6. Choose and use water and various resources for own purposes.

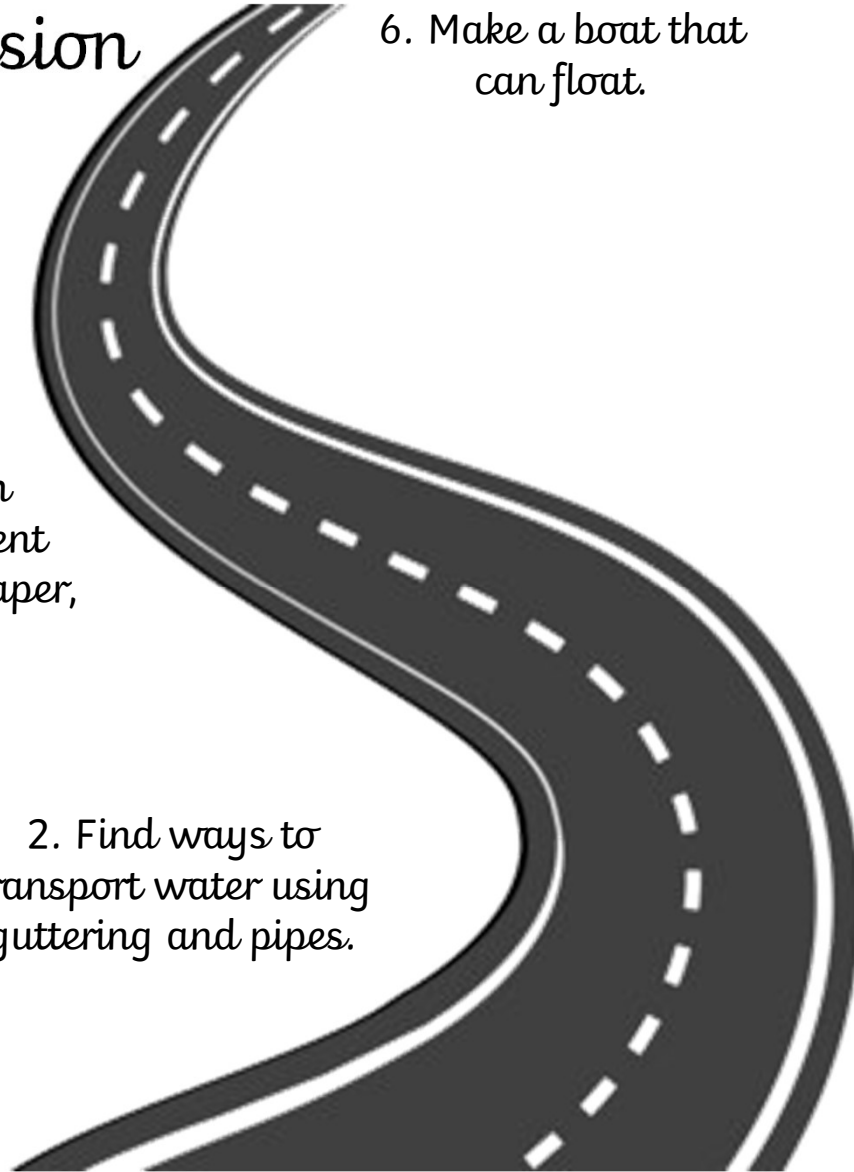




Water Skills Progression

Children in reception will learn to...

1. Pour water from one container to a smaller one with accuracy.
Use language of capacity.
2. Find ways to transport water using guttering and pipes.
3. Fill and use syringes, watering cans and spray bottles to test different water pressures.
4. Experiment with absorbency of different materials (sponges, paper, stones etc).
5. Predict and test items that float and sink.
6. Make a boat that can float.





Religious Education

Autumn Term		Spring Term		Summer Term	
Thematic Unit Why is the word 'God' special to Christians?	World Faiths Why is Diwali special for Hindus? Understanding Christianity: Incarnation Why is Christmas special for Christians?	Thematic Unit Curriculum Kernewek Who was St. Piran?	Understanding Christianity: Salvation Why is Easter special for Christians?	Understanding Christianity: Creation Why is the word God so important to Christians?	Thematic Unit Which stories are special and why?



Communication and Language Development

Children in reception will learn to...

Autumn	Spring	Summer
<p><u>Listening, attention and understanding</u></p> <ul style="list-style-type: none"> Understand how to listen carefully and why listening is important. Learn new vocabulary. Engage in story times. Listen carefully to rhymes and songs, paying attention to how they sound. Engage in non-fiction books. <p><u>Speaking</u></p> <ul style="list-style-type: none"> Use new vocabulary through the day Articulate their ideas and thoughts in well-formed sentences Connect one idea or action to another using a range of connectives. 	<p><u>Listening, attention and understanding</u></p> <ul style="list-style-type: none"> Ask questions to find out more and to check they understand what has been said to them. 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. Learn rhymes, poems and songs. Listen to and talk about selected non fiction to develop deep familiarity with new knowledge and vocabulary. <p><u>Speaking</u></p> <ul style="list-style-type: none"> Describe events in some detail. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why them might happen. Begin to tell jokes and retell funny experiences. Use new vocabulary in different contexts. 	<p><u>Listening, attention and understanding</u></p> <ul style="list-style-type: none"> 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. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <p><u>Speaking</u></p> <ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher



Personal, Social and Emotional Development

Children in reception will learn to...

Autumn	Spring	Summer
<p><u>Self-Regulation</u></p> <ul style="list-style-type: none"> Express their feelings and consider the feelings of others. Develop appropriate ways to be assertive. Talk with others to solve conflicts. <p><u>Managing Self</u></p> <ul style="list-style-type: none"> Remember rules without needing an adult to remind them, understanding why they are important. Show resilience and perseverance in the face of challenge. Be increasingly independent in meeting their own care needs. <p><u>Building Relationships</u></p> <ul style="list-style-type: none"> Build constructive and respectful relationships. 	<p><u>Self-Regulation</u></p> <ul style="list-style-type: none"> Begin to identify their own feelings and regulate their behaviour. Think about the perspectives of others. <p><u>Managing Self</u></p> <ul style="list-style-type: none"> Manage their own needs. Be independent in meeting their own care needs. <p><u>Building Relationships</u></p> <ul style="list-style-type: none"> See themselves as a valuable individual. Express their feelings and consider the feelings of others. 	<p><u>Self-Regulation</u></p> <ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity Show an ability to follow instructions involving several ideas or actions. <p><u>Managing Self</u></p> <ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <p><u>Building Relationships</u></p> <ul style="list-style-type: none"> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.



Physical Development

Children in reception will learn to...

Autumn	Spring	Summer
<p><u>Gross Motor</u></p> <ul style="list-style-type: none"> Revise and refine the fundamental movement skills they have already acquired: - Rolling - Crawling - Walking - Jumping - Running - Hopping - Skipping - Climbing Progress towards a more fluent style of moving, with developing control and grace. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. <p><u>Fine Motor</u></p> <ul style="list-style-type: none"> Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, spoons. 	<p><u>Gross Motor</u></p> <ul style="list-style-type: none"> Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency. Further develop and refine a range of ball skills including: throwing, catching, kicking and aiming. <p><u>Fine Motor</u></p> <ul style="list-style-type: none"> Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing. 	<p><u>Gross Motor</u></p> <ul style="list-style-type: none"> Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions. Develop confidence, precision and accuracy when engaging in activities that involve a ball. Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p><u>Fine Motor</u></p> <ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.

Autumn

Week 1	Week 2	Week 3		Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Getting to Know You Opportunities for settling in, introducing the areas of provision and getting to know the children. Key times of day, class routines. Exploring the continuous provision inside and out. Where do things belong? Positional language.			Phase	Just Like Me!			It's Me 1 2 3!			Light and Dark		
			Number	Match and sort Compare amounts			Representing 1, 2 & 3 Comparing 1, 2 & 3 Composition of 1, 2 & 3			Representing numbers to 5. One more and less.		
			Measure, Shape and Spatial Thinking	Compare size, mass & capacity Exploring pattern			Circles and triangles Positional language			Shapes with 4 sides. Time		

Maths

Children in reception will be learning...



Spring

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
Phase	Alive in 5!			Growing 6, 7, 8			Building 9 & 10		
Number	Introducing Zero Comparing Numbers to 5 Composition of 4 & 5			6, 7 & 8 Making Pairs Combining 2 Groups			9 & 10 Comparing Numbers to 10 Bonds to 10		
Measure, Shape and Spatial Thinking	Compare Mass (2) Compare Capacity (2)			Length & Height Time			3d-Shape Pattern (2)		

Summer

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Phase	To 20 and Beyond			First Then Now			Find my Pattern			On the Move		
Number	Building Numbers Beyond 10 Counting Patterns Beyond 10			Adding More Taking Away			Doubling Sharing & Grouping Even and Odd			Deepening Understanding Patterns and Relationships		
Spatial Reasoning	Spatial Reasoning (1) Match, Rotate, Manipulate			Spatial Reasoning (2) Compose and Decompose			Spatial Reasoning (3) Visualise and Build			Spatial Reasoning (4) Mapping		



Maths

Children in reception will be learning...

Pupils will build on previous experiences of number from their home and nursery environments and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison.

In this term, pupils will learn to:

- identify when a set can be subitised and when counting is needed.
- Subitise different arrangements, both unstructured and structured, including using the Hungarian number frame. Make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills.
- Spot smaller numbers 'hiding' inside larger numbers.
- connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers
- hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number.
- develop counting skills and knowledge, including that the last number in the count tells us how many, to be accurate in counting each thing must be counted once only and in any order; the need for 1:1 correspondence and understanding that anything can be counted, including actions and sounds.
- Compare sets of objects by matching
- begin to develop the language of "whole" when talking about objects which have parts.

Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals.

In this term, pupils will learn to:

- continue to develop their subitising skills for numbers within and beyond 5
- begin to identify missing parts for numbers within 5
- explore the structure of the numbers 6 and 7 as "5 and a bit" and connect this to finger patterns and the Hungarian number frame
- focus on equal and unequal groups when comparing numbers
- understand that two equal groups can be called a "double" and connect this to finger patterns.
- sort odd and even numbers according to their shape
- continue to develop their understanding of the counting sequence and link cardinality and ordinality through the staircase pattern
- order numbers and play track games
- join in with verbal counts beyond 20., hearing the repeated pattern within the counting numbers

Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice.

In this term, pupils will learn to:

- =-continue to develop their counting skills, counting larger sets as well as counting actions and sounds
- explore a range of representations of numbers, including the 10-frame and see how doubles can be arranged in a 10-frame.
- compare quantities and numbers, including sets of objects which have different attributes.
- continue to develop a sense of magnitude e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2.
- begin to generalise about "one more than" and "one less than" numbers within 10.
- continue to identify when sets can be subitised and when counting is necessary
- develop conceptual subitising skills including when using a rekenrek.



Autumn 1

Do You Want to be Friends? Exploring Autumn



Communication and Language

Children will be...

- Engaging in conversations with adults and peers, taking it in turns to listen and respond.
- Listening carefully and responding to topic-related stories "The Gruffalo" and "Owl Babies".
- Using new topic-related vocabulary to comment on and ask questions about what they have heard.
- Enjoying rhymes and songs.

Mathematics

Children will be...

- Exploring and investigating numbers within 5: learning to; subitise different arrangements (say how many without counting), count with accuracy, match numeral to quantity, compare and order, look for numbers within numbers.
- Comparing size and capacity, exploring pattern and using every day language of time.

RE

Children will be...

- Observing and wondering about the natural world.
- Finding out about the importance of Harvest to Christians.
- Exploring and expressing own ideas of Heaven and God.

Understanding the World

Children will be...

- Going on an Autumn walk to observe and discuss signs of Autumn.
- Naming some common woodland animals, Autumnal fruits and vegetables.
- Exploring the inside of pumpkins and apples and discussing the seeds and life cycles.

Expressive Arts and Design

Children will be...

- Painting observational pictures of themselves for our class display
- Creating Autumn themed collages and drawing the inside of a pumpkin and apple.

Personal, Social and Emotional Development

Children will be...

- Developing increasing independence when managing their own hygiene and personal needs, such as changing for PE.
- Learning our school rules.
- Building new relationships and recognising the importance of sharing.
- Showing an awareness of their own feelings as well as those of others.

Physical Development

Children will be...

- Learning new skills through "Autumn" themed games and activities in PE.
- Enjoying topic-themed yoga and mindfulness sessions with Cosmic Kids.
- Developing 'gross' motor (large muscle) skills through; climbing in the park, balancing along obstacle courses, riding bikes and scooters, playing parachute games, digging in the sand, cutting vegetables, moulding playdough, stirring and shaping bread dough.

Literacy

Children will be...

- Learning to read and write new sounds in daily Read, Write, Inc phonics lessons.
- Practising writing their own name.
- Using picture books to tell stories and talk about them.
- Using their phonic knowledge to write the names of the characters in 'The Gruffalo' and speech bubbles for characters from 'Owl Babies'.



Autumn 2 Sparkle and Shine



Communication and Language

Children will be...

- Listening attentively and responding to the stories; 'Kipper's Birthday', 'Rama and Sita' and the 'Nativity'.
- Sequencing and retelling the stories using stick puppets and props.
- Offering explanations for why things might happen, making use of newly learned topic vocabulary.
- Discussing how they celebrate birthdays and Christmas at home and expressing their feelings their experiences.

Mathematics

Children will be...

- Deepening their mastery of numbers within 5 by developing their skills of subitising different arrangements (say how many without counting), counting with accuracy, matching numeral to quantity, comparing and ordering, looking for numbers within numbers.
- Using positional language and naming 2d shapes.

RE

Children will be...

- Finding out how Hindus celebrate Diwali.
- Learning the significance of light in Diwali celebrations.
- Thinking about how and why we celebrate birthdays and Christmas.
- Recognising why Christmas is special to Christians.

Understanding the World

Children will be...

- Finding out who Guy Fawkes was and why we celebrate Bonfire Night.
- Experiencing dark as the absence of light.
- Exploring how some objects 'shine' when light is on them.

Expressive Arts and Design

Children will be...

- Creating colourful firework pictures. Developing skills with clay, to make a Diya lamp. Creating rice Rangoli patterns. Making Christmas decorations.
- Singing Christmas songs.

Personal, Social and Emotional Development

Children will be...

- Showing an understanding of our school rules and following them without being reminded.
- Continuing to build positive and respectful relationships.
- Showing resilience and perseverance when challenges arise.
- Expressing their feelings and considering the feelings of others.

Physical Development

Children will be...

- Developing balance skills in PE.
- Enjoying themed yoga and mindfulness sessions with Cosmic Kids.
- Developing 'fine' motor skills by; threading beads, using tweezers, doing puzzles, using tools such as scissors and playdough cutters.

Literacy

Children will be...

- Learning to read and write new sounds in daily Read, Write, Inc phonics lessons.
- Using their phonic knowledge to write simple phrases. Using adjectives to describe fireworks. Writing; party invitations, shopping lists and letters to Santa!



Spring 1 Starry Night



Communication and Language

Children will be...

- Listening carefully to and discussing the story "Whatever Next!".
- Using non-fiction books to find out and share information about space.
- Asking and answering questions related to our Space topic.
- Learning new topic-based vocabulary and using this in discussions and role play.

Mathematics

Children will be...

- Developing their skills of subitising, counting and exploring the composition of numbers within and beyond 5. Recognising when two quantities are 'equal' or 'unequal'. Explore 'doubles' and odd and even numbers.
- Comparing mass, capacity, height and length and using language of time.

RE

Children will be...

- Finding out what a church is and visiting St Nun's.
- Learning what a saint is and how St Piran became a Saint.
- Finding out why people in Cornwall celebrate St Piran's Day.

Understanding the World

Children will be...

- Finding out about the planets in our solar system.
- Learning how we orbit the sun and how the sun gives us night and day.
- Identifying nocturnal animals and learning about people who work at night.

Expressive Arts and Design

Children will be...

- Learning to make lighter and darker shades of colour and using them to create paintings in the style of Picasso.
- Developing and mastering different joining and assembling techniques.
- Designing and making space craft models.

Personal, Social and Emotional Development

Children will be...

- Managing their own personal care needs independently.
- Beginning to identify their own feelings and regulate their behaviour.
- Expressing their feelings and considering the feelings of others.
- Recognising the importance of regular teeth brushing and practising an effective brushing technique.

Physical Development

Children will be...

- Learning new skills through "space" themed games and activities in PE.
- Enjoying themed yoga and mindfulness sessions with Cosmic Kids.
- Using tools and different techniques to join and assemble.

Literacy

Children will be...

- Learning to read and write new sounds in daily Read, Write, Inc phonics lessons.
- Using their phonic knowledge and red words to write short sentences: using finger spaces between words.
- Writing for different purposes, inspired by our topic-related texts, including; labels and captions, speech bubbles, lists and instructions.



Spring 2 Once Upon a Time

Communication and Language

Children will be...

- Listening carefully to and retelling traditional (fairy) tales.
- Using talk to help work out problems and organise thinking and activities, and to explain how things work and why them might happen.
- Asking questions to find out more and to check they understand what has been said to them.

Mathematics

Children will be...

- Continuing to develop their skills of subitising, counting and exploring the composition of numbers within and beyond 5. Recognising when two quantities are 'equal' or 'un equal'. Explore 'doubles' and odd and even numbers.
- Naming 3d shapes and exploring pattern.

RE

Children will be...

- Discussing how it feels to lose something precious.
- Listening to the Easter story.
- Finding out why Easter is special to Christians.
- Making a class Easter garden.

Understanding the World

Children will be...

- Identifying healthy foods.
- Tasting different fruit and using it to make healthy porridge for the 3 Bears.
- Looking at different types of houses around the world.

Expressive Arts and Design

Children will be...

- Using a variety of media to create collages of the 3 Little Pigs houses.
- Making bridges using the large construction.
- Using their cutting skills to create a stick puppet fairy tale character.

Personal, Social and Emotional Development

Children will be...

- Managing their own personal care needs independently.
- Continuing to identify their own feelings and regulate their behaviour.
- Expressing their feelings and considering the feelings of others.
- Talking about stranger danger.
- Talking about the importance of eating healthy foods.

Physical Development

Children will be...

- Developing ball skills in PE, including throwing, catching, kicking and aiming.
- Using tools and cutlery with greater strength and accuracy.
- Developing cutting skills.
- Showing accuracy and care when drawing.

Literacy

Children will be...

- Learning to read and write new sounds in daily Read, Write, Inc phonics lessons.
- Using their phonic knowledge and red words to write longer sentences: using simple punctuation.
- Writing for different purposes, inspired by our topic-related texts, including; letter writing, speech bubbles and traditional story writing.
- Reading and writing for their own purposes in their free play.



Summer 1

All things bright and beautiful

Communication and Language

Children will be...

- Listening attentively and respond to what they hear with relevant questions, comments and actions during whole class discussions and small group interactions.
- Making comments about what they have heard and ask questions to clarify their understanding.
- Participating in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offering explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction and rhymes when appropriate.

Mathematics

Children will be...

- Consolidating their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice.
- Comparing quantities and numbers, including sets of objects which have different attributes.
- Continuing to develop a sense of magnitude e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2.
- Beginning to generalise about "one more than" and "one less than" numbers within 10.
- Developing special reasoning skills.

RE

Children will be...

- Learning the Christian creation story.
- Showing awe and wonder about the natural world around them.
- Exploring how it feels to create something amazing.
- Listening to the bible story Noah's Ark.

Understanding the World

Children will be...

- Observing caterpillars and tadpoles as they grow and change!
- Going on a nature walk to observe signs of Spring.
- Carrying out a litter pick and talking about the importance of looking after the environment.

Expressive Arts and Design

Children will be...

- Developing skills of printing and drawing.
- Creating a hanging mobile of the Christian creation story!

Personal, Social and Emotional Development

Children will be...

- Talking about who they can trust if they feel scared.
- Showing greater independence, resilience and perseverance in the face of challenge.
- Show sensitivity to their own and to others' needs.
- Giving focused attention to what the teacher says, responding appropriately even when engaged in activity
- Showing an ability to follow instructions involving several ideas or actions.

Physical Development

Children will be...

- Learning new skills through "growing" themed games and activities in PE.
- Enjoying themed yoga and mindfulness sessions with Cosmic Kids.
- Holding a pencil using a tripod grip and using it with accuracy.
- Negotiating space and obstacles safely, with consideration for themselves and others.
- Demonstrating strength, balance and coordination.

Literacy

Children will be...

- Learning to read and write new sounds in daily Read, Write, Inc phonics lessons.
- Using their phonic knowledge and red words to write longer sentences: using simple punctuation.
- Writing for different purposes, inspired by our topic-related texts, including; letter writing, speech bubbles and traditional story writing.
- Reading and writing for their own purposes in their free play.



Communication and Language

Listening and Attention

Nursery			Reception		
Listens to simple stories with a picture stimulus	Enjoys listening to longer stories and can remember some of what happens	Enjoys listening to longer stories and can remember much of what happens	listens to longer stories and is beginning to explain what is read to them, answering questions	Engages in story time, building familiarity and understanding	
s beginning to understand how to answer questions	Understands 'who' and what questions	Understands where and when questions	understands 'how' and 'why' questions	Can answer a wide variety of questions independently	Asks questions to find out more and to check they understand what has been said to them
Is beginning to listen to adults and other children	Listens when interested in the conversation but loses focus easily		Can listen to their friends and teachers for short periods of time	Can listen to their friends and teachers for prolonged periods of time	
follows a simple instruction with support and modelling	Follows a simple instruction		Follows an instruction with two parts	Follows an instruction with more than two parts	Understands how to listen carefully and why listening is important
Listens to songs	Listens to rhymes	Begins to join in with rhymes and songs	Listens to and joins in with songs	Listens to and joins in with rhymes	Sings simple rhymes and songs
Can focus their attention for a short period of time	Begins to focus their attention for longer periods of time during child-initiated play	Begins to focus their attention for longer periods of time during adult-initiated play	Can focus their attention on one thing at a time	Can shift their focus between two things at a time	Understands how to listen carefully and why listening is important