

Holy Cross CE VA Primary School



Early Years Curriculum

Early Years Planning

Long –Term planning

We have selected a range of topics that allow us to teach and explore all elements of the EYFS curriculum through themes that we know will interest and engage young children. We have given extensive thought to the learning and enrichment needs of the community that we serve.

Our long-term plans include the overview of the topics taught, and the long-term aims specifically for the pupils in our school, complementary to the national EYFS Curriculum.

Nursery Curriculum.

Our Nursery Curriculum is heavily based around traditional tales and popular children's books.

Topic		Time of Year and suggested timescale
Settling In – Mini Dinosaur Topic		Autumn 1 – 3 weeks
Spot - Prepositions		Autumn 1 – 2 weeks
Colours		Autumn 1 - 2 weeks
Bonfire Night		Autumn 2 – 1 week
Myself and my family		Autumn 2 - 2 weeks
The Three Billy Goats Gruff		Autumn 2 – 2 weeks
Christmas		Autumn 2 – 2 weeks
Super Heros (Real and Imaginary)		Spring 1 –
Winter.		1 week
Supertato and Super Daisy		2 weeks
Outside	Firefighters	1 week
	Police	1 week
	Crossing patrol - Lollipop lady	1 week
	Postman	1 week
Inside	Medics (doctors and nurses)	2 weeks - to run alongside the above
	Vet	2 weeks – to run alongside the above
The Three Little Pigs		Spring 2 – 2 weeks
Spring		Spring 2 – 1 week
Goldilocks and the Three Bears		Spring 2 – 2-3 weeks
The Gingerbread Man		Summer 1 – 2 weeks
Jasper's Beanstalk		Summer 1 – 2 weeks
Rosie's Walk		Summer 1 – 2 weeks
Going on a Bear Hunt		Summer 2 – 2 weeks
This is the Bear		Summer 2 – 1 – 2 weeks
The Very Hungry Caterpillar		Summer 2 - 2 weeks
The Very Busy Spider		Summer 2 – 1 week

Reception Curriculum

Topic	Time of Year and suggested timescale
Settling In	Autumn 1 – 3 weeks
All About Me	Autumn 1 – 5 weeks
Dark Days, Cosy Nights	Autumn 2 - 5 weeks
People and Places	Spring 1 - 4 weeks
Journeys	Spring 1 into Spring 2 - 4 weeks
Growing In The Garden	Spring 2 into Summer 1 - 4 weeks
Hiding In The Garden	Summer 2 – 4 weeks
Dream big!	Summer 2 – transition 2 weeks.

To be ready for the next stage of their education we know that young children need to poses certain skills and attributes. Our long term plans support children to develop readiness for learning.

Ideally, on entry to nursery we would like all children to...

- Be independent in basic self help and hygiene skills
 - Attempt to wipe their nose
 - Use the toilet – be out of nappies through the day
 - Feed themselves – be off their bottle
 - No longer use a dummy or soother
 - No longer use a push-chair
 - Put on and attempt to fasten their own coat
 - Put on their own shoes
- Have experience of playing with other children.
- Engage in parallel play with other children
- Know how to use basic and commonly available toys
- Be able to express their basic wants and needs in a manner that can be understood
- Understand basic social communication skills – look at a person who is speaking to them
- Have been to the park and or to indoor play areas
- Know how to handle books with care, know how to look after them and how to turn the pages
- Make marks using one handed tools.
- Place objects/toys that they no longer need rather than just discard them
- Settle quickly through having a health trust of adults which comes from having spent time away from their parents or very close family

This means that these are the basic skills that we would like children to learn in pre-school settings or at home. We share this information with parents and our feeder settings.

General long- Term Planning Objectives for Nursery, specific to our school - On entry to Reception we would like all children to...

- Be able to verbally label everyday objects.
- Be confident to have a go at speaking to other children and familiar adults.
- Listen to a speaker – look at the person who is speaking and maintain attention
- Follow basic instructions around routines
- Use prepositional language – in/on/under/behind/next to
- Treat equipment with care and respect
- Notice each other – be aware of personal space and of other children.
- Have a sense of spatial awareness so that they can negotiate space in the classroom and outdoors
- Look at the person that they are talking to
- Know how to greet people – how to initiate with adults and friends
- Be able to wait in different situations
- Take turns
- Play games with simple rules with adult support
- Make marks on paper confidently and with purpose
- Know some stories and be able to talk about them
- Understand the mechanics of a book
- Know lots of Songs and Rhymes and rhymes.
- Have developed many physical skills
 - Walk and negotiate space
 - Walk up stairs one foot at a time
 - Stand relatively still
 - Sit cross legged
 - Sit relatively still (for a sensible length of time)
 - Have developed a pincer grasp
 - Put on basic clothing and manage the fastenings
 - Use the toilet independently and wipe own bottom
 - Know when their nose is snotty or when they are dribbling
 - Run, skip, hop, crawl, jump

This means that these are the basic skills that we would like children to learn in nursery settings. In our nursery we will focus on these as our non-negotiables.

General long- Term Planning Objectives for Reception, specific to our school - On entry to Year 1 we would like all children to...

- Have developed physical skills to a level where they can
 - Correctly and comfortably form all the letters of the alphabet
 - Throw, catch, kick and bounce a ball
 - Negotiate space well
- Recognise and write their own name
- Sit on the carpet, listen and join in for 20 minutes
- Work or play alone on a teacher directed activity to completion without interrupting an adult who is working with a group – wait and problem solve
- Understand what they need to do complete a task – be independent to plan and solve for themselves
- Have developed basic organisational skills
- Speak in full sentences or attempt to do so
- Write CVC words
- Read CVC words
- Read and write numbers to 10
- Count up to 10 objects
- Know colour names
- Name 2-D shapes
- Be able to fully undress and dress.
- Manage their own personal hygiene
- Express their feelings in relation to needs or to events
- Take turns in conversation with adults and peers
- Begin to solve minor conflict by themselves
- Cooperate well
- Express their imagination – create, retell stories and engage in role play
- Draw a recognisable picture and use colour for a purpose
- Know how to use a book – understand concepts about print and language comprehension.
To be at least on Pink 2 books
- Take pride in their work and belongings and be proud of themselves.

This means that these are the basic skills that we would like children to learn in reception class. In our reception class we will focus on these as our non-negotiables.

Songs and Rhymes List for Early Years at Holy Cross Primary School

By the end of nursery the children will have been introduced to a wide selection of songs and rhymes including:

Days of the Week song
5 Currant Buns
Baa Baa Black Sheep
Hop Little Bunny
Humpty Dumpty
The Grand Old Duke of York
Wind The Bobbin Up
The Rainbow Song
Twinkle Twinkle Little Star
Driving around in my little red car
5 Little Fireworks
Autumn Leaves Are Falling Down
Heads and Shoulders
Ten Little Fingers
Tommy Thumb
If You're Happy And You Know It
Everybody do this just like me
Hickory Dickory Dock
1,2,3,4,5 Once I Caught A Fish Alive.
2 Little Dickey Birds
Pull the Cracker Bang.
Jingle Bells
Dance, Dance Around The Christmas Tree
Twinkle Twinkle (Christmas Version)
When Santa Got Stuck Up The Chimney
Five Little Speckled Frogs
Five little ducks
Incy Wincy Spider.
Jack In A Box, Pressed up inside
Five little snowmen fat
Hokey Cokey
Wind The Bobbin Up
Row Row Row Your Boat
5 Little Ducks
Open Them Shut Them
5 Little Fire Fighters
Wheels On The Bus.
Five Little Snowmen Fat

Miss Polly Had a Dolly
10 fat Sausages Sizzling In A Pan
I'm A Little Tea-Pot
This Little Piggy Went To Market
Old McDonald
Little Peter Rabbit Had A Fly Upon His Nose
Don't' You Know It's Spring Time - One Little Flower Beautiful and Blue...
When Goldilocks Went To The House Of The Bears.
10 In The Bed
I'm A Little Tea Pot
Gingerbread Man Song.
Pat-a-Cake, Pat-a-Cake Bakers Man
I like to eat apples and bananas
This Old Man
5 Little Peas In A Pea-Pod Pressed
I'm A Little Bean/Seed (Finger Gym)
5 Elephants Went Out To Play
Greedy Little Chick
Chick, Chick, Chick, Chick, Chicken
Here Is The Bee Hive
The Bear Hunt Song
10 Little Monkeys
The Bear Went Over The Mountain
There's A Tiny Caterpillar On A Leaf
Little Arabella Miller, Found A Hairy Caterpillar
Flutter, Flutter Butterfly, floating in the Summer Sky
Daddy Spider
Incy Wincy Spider – Family version
Wiggly Woo

In reception, the children will continue to sing the songs listed above and learned many more including:

Alphabet song
Rain Rain Go Away
This Old Man
The Whole World In His Hands
Heads, Shoulders, Knees and Toes
Do Your Ears Hang Low
I have 10 Little Fingers
Eyes, Nose Cheeky, Cheeky, Chin
Tommy Thumb – using children's names
The Hand Jive
Open Them, Shut Them
Thank You For My Friends
All The Leaves Are Falling Down... Because it's autumn
5 little leaves ... dancing around on a tree one day https://www.youtube.com/watch?v=eVFjq6Mj_wU
Away In A Manger
It Was On A Starry Night
We Wish You A Merry Christmas
Row Row Row Your Boat
1,2,3,4,5 Once I Caught A Fish Alive
5 Cheeky Monkeys jumping on the bed.
When I was 1 I ate a bun, the day I went to sea
A sailor went to sea, sea, sea
Old Mc Donald Had a Farm
Magic Penny (Love is something if you give it away) <https://www.youtube.com/watch?v=5lGs4YiMq0c>
Daisy Daisy Give Me Your Answer Do <https://www.youtube.com/watch?v=w98l2EFR6dE>
The Wheels On The Bus
Down At The Station Early In The Morning
Dingle Dangle Scarecrow
If I was a butterfly...I'd thank you Lord that I could fly
There's A Tiny Caterpillar On A Leaf
Little Arabella Miller, Found A Hairy Caterpillar
Flutter, Flutter Butterfly, floating in the Summer Sky
Daddy Spider
Incy Wincy Spider – Family version
Wiggly Woo
This Little Light Of Mine
My Lighthouse

Christian and British Values In The Early Years

Our teaching in Nursery and Reception naturally incorporates British Values and the school's Christian Values. In addition to this, each topic has assigned values to ensure that the teachers are mindful to plan opportunities for exploring these further.

British Values

British Values in the Early Years at Holy Cross focus on supporting children to :

- Have choices and make decisions together - **Democracy**
- Understand why rules are important - **Rule of Law**
- Have good self-esteem and confidence in own abilities. Have the ability to express their feelings - **Individual liberty**
- Treat other people and nature with kindness and understanding. Treat others the way they would like to be treated themselves – **Mutual respect and tolerance**

Our 6 Christian Values are:

- Purpose
- Integrity
- Compassion
- Love
- Respect
- Peace

Holy Cross

Nursery Curriculum

Specific Curriculum Coverage

Opportunities to plan for for and what to focus on in Autumn 1

All baseline assessments to be completed in the first 3 weeks.

PSED	C&L	PD
<u>Self-Regulation</u> HC – Join in at carpet times by listening and attending. <u>Managing Self</u> HC – Try new things/activities on offer at nursery. <u>Building Relationships</u> HC – Settle into nursery, leaving parents/carers. HC – Start to link up with / play with or alongside other children.	<u>Listening and Attention</u> HC - Sit on the carpet and listen to a story HC - Sit facing the teacher and look at the person who is speaking. HC - Learn topic and story specific vocabulary and use it throughout the day. <u>Speaking</u> HC - Wellcomm Baseline HC - Develop topic and story specific vocabulary.	<u>Gross Motor</u> Ph3 – Show an increasing desire to be independent eg. Wanting to dress or feed themselves. Ph3 – Learn to use the toilet initially with help then independently HC – Recognise they need a tissue. HC – Wipe own nose and then wash their hands. HC – Drink from an open cup (this is pre-nursery) HC – Put on their own coat. <u>Fine Motor</u> N – Be increasingly independent in meeting their own care needs, eg brushing teeth, using the toilet, washing and drying own hands thoroughly.

Specific Curriculum Coverage

Opportunities to plan for and what to focus on in Autumn 1

Literacy	Maths	Understanding the World	Expressive Arts and Design
<u>Comprehension.</u> Ph3 – Repeat words and phrases from familiar stories. Ph3 – make comments and share their own idess eg. about what comes next in a book. <u>Word Reading.</u> HC – Hold a book the right way around HC – Turn one page at a time HC – Show interest in the pictures in books. HC – Know which is the front and back cover. HC – Phase 1 Aspect 1 – environmental sounds. <u>Writing</u> Ph3 –Enjoy drawing freely.	<u>Number</u> Ph3 – Count in everyday contexts. HC – Recite numbers to 5 HC – Count in songs <u>Numerical Patterns</u> HC – knows colour names, and can accurately identify and name some colours. HC – Understands ‘in’, ‘on’, ‘under’	<u>Past and Present</u> <u>People, Cultures and Communities.</u> N – Explore how things work. <u>The Natural World</u> N – Talk about the weather. N – Use all their senses on hands on exploration of natural materials (eg – link to autumn) HC – Talk about the seasons.	<u>Creating</u> Ph3 – Explore different materials using all of the senses to investigate them. Manipulate and play with different materials. <u>Being Imaginative</u> Ph3 – Enjoy and take part in action songs.

Essential Experiences and Activities to promote curriculum coverage - Mini Dinosaur Topic – Settling in - Aut 1 (2-3 Weeks)

IMPORTANT -Focus on toilet training, getting rid of dummies and bottles, making relationships with the children and their families.

Stories and books	Additional Experiences	Festivals and Celebrations
- Dinosaur Roar - Stinkysaurus	- Jump in puddles - Blow bubbles	
Songs and Rhymes	RE – Christian Values - British Values	Other focus areas
Days of the Week song 5 Currant Buns Baa Baa Black Sheep See The Little Bunnies Sleeping	Tolerance Respect	Settling in. - Separation - Getting to know areas – independence in areas - Parallel play - Greetings - Self-care - Recognising self/name – busy bees signing in. - Names of their friends

Essential Experiences and Activities to promote curriculum coverage Prepositions focus taught through Spot stories –Autumn 1 (2 Weeks)

IMPORTANT - Focus on toilet training, getting rid of dummies and bottles, making relationships with the children and their families

Stories and books	Additional Experiences	Festivals and Celebrations
Spot Goes To The Park Spot Goes To School	Use of the trim trail – building confidence. Exploring the whole playground.	
Songs and Rhymes	RE – Christian Values - British Values	Other focus areas
Humpty Dumpty The Grand Old Duke of York Wind The Bobbin Up	Tolerance Respect The church - Special places	Settling in. - Separation - Getting to know areas – independence in areas - Parallel play - Greetings - Self-care

Essential Experiences and Activities to promote curriculum coverage - Colours –Autumn 1 (2 Weeks)

IMPORTANT - Focus on toilet training, getting rid of dummies and bottles, making relationships with the children and their families

Stories and books	Additional Experiences	Festivals and Celebrations
Brown Bear, Brown Bear I Went Walking Elmer's colours – David McKee	Colour walk around the playground. Large scale painting outside. Different coloured water in the water trays each day. Colour mixing. Using coloured streamers outside. Kick Autumn Leaves	
Songs and Rhymes	RE – Christian Values - British Values	What to cover...
The Rainbow Song Twinkle Twinkle Little Star Driving around in my little red car	Love	Colour names Colour mixing Sorting by colours Matching colours

Specific Curriculum Coverage

Opportunities to plan for and what to focus on in Autumn 2

PSED	C&L	PD
<u>Self-Regulation</u> N – Select and use activities and resources, (with help when needed) so they can achieve a self-chosen or adult suggested goal. N – Increasingly follow rules understanding why they are important. HC – Help at tidy up time. Know where things go. HC – Share toys with other children. <u>Managing Self</u> N – Show confidence in new social situations. <u>Building Relationships</u> Ph3 – Develop friendships with other children. N – Become more outgoing with unfamiliar people, in the safe context of nursery.	<u>Listening and Attention</u> Ph2 – follow one step instructions. Eg – put it on the table. Give it to x. Ph3 – Understand ‘what’ questions Ph3 – develop pretend play eg. Puts the baby to sleep. Ph3 – Listen to simple stories and understand what is happening, with the help of the pictures. HC - Learn topic and story specific vocabulary and use it throughout the day. <u>Speaking</u> Ph3 – start to develop the ability to take turns in conversations. Ph3 – Start to say how they are feeling.	<u>Gross Motor</u> Ph3 – Explore different materials and tools N – Use large muscle movements to wave flags and streamers, paint and make marks. N – Join different materials and explore different textures. HC – Use pedals on a tricycle. HC – Take own shoes and wellies on and off. <u>Fine Motor</u> N – Be increasingly independent as they dress and undress – eg. put on coats and do up zips, take off and put on own sweaters.

Specific Curriculum Coverage

Opportunities to plan for and what to focus on in Autumn 2

Literacy	Maths	Understanding the World	Expressive Arts and Design
<u>Comprehension.</u> Ph3 – Develop play around favourite stories using props. N – Answer <u>simple</u> ‘what’ questions related to familiar stories – eg what is it, what can you see (note – not what happened questions at this stage) <u>Word Reading.</u> Ph3 – Notice print, such as first letter of their name, a door number or familiar logo. N – Name the different parts of a book. HC – phase 1 Aspect 3 Body percussion. HC – locates pictures and print on a page. <u>Writing</u> Ph3 – Make marks on their pictures to stand for their name.	<u>Number</u> Ph3 – compare amounts saying, ‘lots’, ‘more’ or ‘same’. N – Show finger numbers up to 5 N – recite numbers past 5 N – fast recognition of up to 3 objects, without individually counting them. <u>Numerical Patterns</u> Ph3 – compare sizes and weights using gesture and language – bigger/little/smaller, high/low, tall, heavy. N – Talk about and identify patterns around them. Eg stripes on clothes, designs on rugs, wall paper. Use informal language like ‘spotty’, ‘blobs’, ‘pointy’ N – <u>Talk about</u> and explore 2D and 3D shapes using informal and mathematical language eg, sides, corners, straight, flat, round, square, circle, triangle, rectangle, cuboid etc. HC – use days of the week (eg in songs)	<u>Past and Present</u> Ph3 – Make connections between features of their family and other families. Ph3 – Notice differences between people. N – Begin to make sense of their own life story and family history. HC – Knows who lives in their house – use key vocab eg, brother, cousin etc. <u>People, Cultures and Communities.</u> N – Develop positive attitudes about different people. <u>The Natural World</u> N – Talk about the weather. HC – talk about the seasons	<u>Creating</u> N – Explore colour and colour mixing N – Join different materials and explore different textures. <u>Being Imaginative</u> Ph3 – Start to develop pretend play, pretending the at one object represents another eg a wooden block held to the ear as a phone. N – Remember and sing entire songs (or rhymes).

Essential Experiences and Activities to promote curriculum coverage - Bonfire Night –Autumn 2 (1 Week)

Important – Ensure a focus on curriculum area Expressive Art and Design.

Stories and books	Additional Experiences	Festivals and Celebrations
Whatever Next by Jill Murphey	Painting outside – paint splattering Squirting coloured water into patterns on the floor Making colour puddles – mixing powder paint in puddles with wellies on. (if it rains) Using coloured streamers and making firework sounds.	Bonfire Night Diwali
Songs and Rhymes	RE – Christian Values - British Values	What to cover...
5 Little Fireworks Autumn Leaves Are Falling Down	Respect Rule of Law	What to wear when it is cold outside. Staying safe Firework sounds Colours

Essential Experiences and Activities to promote curriculum coverage - Myself and my family –Autumn 2 (2 Weeks)

Stories and books	Additional Experiences	Festivals and Celebrations
Guess How Much I Love You	- Make shakers/instruments to use to accompany songs. - Go on a hunt to look for objects that have been hidden outside. - Going on listening walks - Listening lottos - Kick Autumn leaves	Harvest.
Songs and Rhymes	RE – Christian Values - British Values	What to cover...
Heads and Shoulders Ten Little Fingers Tommy Thumb If You're Happy And You Know It Everybody do this just like me	Love British Value - Mutual respect and tolerance.	- Who lives in your house? - Body parts - Eyes for seeing - Ears for listening. - Drawing people – focus on the face, eyes, nose, mouth, ears, hair. - Hand prints

Essential Experiences and Activities to promote curriculum coverage - The Three Billy Goats Gruff –Autumn 2 (2 Weeks)		
Important – Ensure a focus on Size and ordering		
Stories and books	Additional Experiences	Festivals and Celebrations
The Three Billy Goats Gruff	Building bridges – balancing. Supported use of trim trail.	Eid (potentially)
Songs and Rhymes	RE – Christian Values - British Values	
Hickory Dickory Dock 1,2,3,4,5 Once I Caught A Fish Alive. 2 Little Dickey Birds	Compassion Love British Value - Democracy	Sizes – big, small, tiny Ordering by size. Number recognition, number writing to minimum of 3 Retelling the story Using different voices for characters.

Essential Experiences and Activities to promote curriculum coverage - Christmas –Autumn 2 (2 Weeks)		
Important - Ensure a focus on shapes.		
Stories and books	Additional Experiences	Festivals and Celebrations
The Christmas Story	Visit from father Christmas - Visitor Decorating a Christmas tree Visit the Christmas Tree Festival - Trip Christmas party	Christmas Eid (potentially)
Songs and Rhymes	RE – Christian Values - British Values	What to cover...
Pull the Cracker Bang. Jingle Bells Twinkle Twinkle (Christmas Version) When Santa Got Stuck Up The Chimney Dance, Dance Around The Christmas Tree	The Christmas story – the birth of Jesus Love Peace	Printing repeated shape or colour patterns Patterns on wrapping paper. The Christmas Story. Christian traditions – father Christmas, presents, cards, foods.

Specific Curriculum Coverage

Opportunities to plan for and what to focus on in Spring 1

PSED	C&L	PD
<u>Self-Regulation</u> Ph3 – Increasingly talk about and manage their emotions. N – Talk about their feelings using words like, happy, sad, angry or worried. <u>Managing Self</u> N – Show confidence in new social situations. <u>Building Relationships</u> Ph3 – Develop friendships with other children	<u>Listening and Attention</u> N – Enjoys listening to longer stories and can remember much of what happens. N – Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”. Ph3 – Understand ‘who’ questions. HC - Learn topic and story specific vocabulary and use it throughout the day. <u>Speaking</u> HC – Say yes/no when they do/don’t want to do something. HC – Use please and thank you HC – Express a preference when given a choice.	<u>Gross Motor</u> N – Continue to develop their movement; balancing, riding (scooters, bikes, tricycles), and ball skills. N – use and remember sequences and patterns of movements which are related to music and rhythm (eg. Wake up shake up, actions to rhymes, dances and ring games). <u>Fine Motor</u> N – Use one-handed tools and equipment eg. Snips in paper with scissors.

Specific Curriculum Coverage

Opportunities to plan for and what to focus on in Spring 1

Literacy	Maths	Understanding the World	Expressive Arts and Design
<u>Comprehension.</u> HC – answer ‘who’ questions related to familiar stories. <u>Word Reading.</u> N – Understand that print has meaning. N – Notices print in the environment for different purposes HC – phase 1 Aspect 3 instrumental sounds HC – phase 1 Aspect 4 rhythm and rhyme <u>Writing</u> Ph3 –Add some marks to their drawings, which they give meaning to. For example, “That says Mummy.”	<u>Number</u> N – 1 to 1 correspondence – say one number of each item in order, up to 5 objects. HC – Recite numbers to 10 <u>Numerical Patterns</u> N – <u>select</u> shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. N – <u>Talk about</u> and explore 2D and 3D shapes using informal and mathematical language eg, sides, corners, straight, flat, round, square, circle, triangle, rectangle, cuboid etc.	<u>Past and Present</u> HC – Talk about themselves as a baby. Eg, toys or songs they liked, where they were born, what they looked like. HC – Talk about the jobs of family members. <u>People, Cultures and Communities.</u> N – Show interest in different occupations. N – know that there are different countries in the world and talk about the differences they have experienced or seen in photos. (this can link to work on winter – animals that like cold climates and countries that are always cold or wintry looking.) <u>The Natural World</u> N – Talk about the weather. N – Talk about differences between materials and changes they notice. (link to winter). N – Begin to understand the need to respect and care for the natural environment and living things. HC – talk about the seasons	<u>Creating</u> Ph3 – Express ideas and feelings through making marks, and sometimes give meaning to the marks they make. HC – Access the ‘manipulated provision’ at the creation station to produce realistic pictures or models. <u>Being Imaginative</u> N – Make imaginative and complex small worlds with blocks and construction kits, such as a city with different buildings, a farm or a park. N – Play instruments with increasing control to express their feelings and ideas.

Essential Experiences and Activities to promote curriculum coverage - Winter – Spring 1 (1 Weeks)

Stories and books	Additional Experiences	Festivals and Celebrations
Super Daisy	Superhero dress up outdoors using fabric as capes.	
Songs and Rhymes	RE – Christian Values - British Values	What to cover...
Incy Wincy Spider. Jack In A Box, Pressed up inside Five little snowmen fat Hokey Cokey	Integrity The Lost Sheep – Stories Jesus Told	Language and concept of - true and false, real and imaginary, pretend and real, fact and fiction. Make superhero headbands, glasses and arm bands.

Essential Experiences and Activities to promote curriculum coverage - Supertato and Super Daisy – Spring 1 (2 Weeks)

Half term focus on Real and Imaginary Superheros. Ongoing focus on Winter

Stories and books	Additional Experiences	Festivals and Celebrations
Supertato	Make Mr Potato Head, Supertato. Use capes in outdoor play.	
Songs and Rhymes	RE – Christian Values - British Values	What to cover...
Wind The Bobbin Up Row Row Row Your Boat 5 Little Ducks Open Them Shut Them	Love	Language and concept of - true and false, real and imaginary, pretend and real, fact and fiction. Make superhero headbands, glasses and arm bands.

Essential Experiences and Activities to promote curriculum coverage - Spring 1

Outdoor provision – 4 weeks

Firefighters, Police, Crossing patrol, Postman.

Indoor Provision – 4 weeks

Medics (doctors and nurses), Vets.

Half term focus on Real and Imaginary Superheros. Ongoing focus on Winter

Stories and books	Additional Experiences	Festivals and Celebrations
Postman Pat Ness the Nurse The Lost Sheep	Visit from the community police - visitor Visit from the fire service – visitor <u>Weather dependant – winter links</u> Mark making in snow Snow and ice – freezing and melting – ice balloons, snowmen etc.	Valentine's Day
Songs and Rhymes	RE – Christian Values - British Values	What to cover...
5 Little Fire Fighters Wheels On The Bus. Five Little Snowmen Fat Miss Polly Had a Dolly	Integrity Purpose British Value - Rule of Law	Stranger Danger – safe adults How to get help if you need it. What is a job? Why do we have them? When I grow up I want to be... (aspirations)

Specific Curriculum Coverage

Opportunities to plan for and what to focus on in Spring 2

PSED	C&L	PD
<u>Self-Regulation</u> N – Begin to understand how others might be feeling. N – Take part in pretend play, acting out/being different roles. <u>Managing Self</u> N – Show confidence in new social situations. <u>Building Relationships</u> N – Don't always need an adult to remind them of a rule.	<u>Listening and Attention</u> N – Enjoys listening to longer stories and can remember much of what happens. Ph3 – Understand 'where' questions. HC - Learn topic and story specific vocabulary and use it throughout the day. <u>Speaking</u> N – Use talk to organise themselves and their play eg "Let's go on a bus... you sit there... I'll be the driver" N – Start a conversation with an adult or a friend and continue it for many turns.	<u>Gross Motor</u> N – Start taking part in some group activities which they make up for themselves or in teams, eg, tig, hide and seek, ball games. N – Skip, hop, stand on one leg and hold a pose for a game like musical statues. HC – Use core strength to balance on a balance bike. <u>Fine Motor</u> N – Show a preference for a dominant hand.

Specific Curriculum Coverage

Opportunities to plan for and what to focus on in Spring 2

Literacy	Maths	Understanding the World	Expressive Arts and Design
<u>Comprehension.</u> HC – answer ‘where’ questions related to familiar stories. <u>Word Reading.</u> N – Know which page to read first – page sequencing. N – Know that we read English texts from top to bottom and left to right. HC – phase 1 Aspect 5 - Alliteration HC – phase 1 Aspect 6 – Voice Sounds <u>Writing</u> N – Write some of their name. N – Use some of their print and letter knowledge in their early writing. Eg – writing a pretend shopping list that starts at the top of a page; write ‘m’ for mummy.	<u>Number</u> N – fast recognition of up to 3 objects without counting. N – Link numerals and amounts: eg, show the right number of object so match a numeral up to 5. HC – Try to write numbers. <u>Numerical Patterns</u> N – Make comparisons between objects relating to size, length, weight and capacity. N – Extend and create a repeating pattern – ABAB- stick,leaf,stick,leaf. HC – Name; circle, triangle, square, rectangle.	<u>Past and Present</u> HC – Use the words today, tomorrow, yesterday. <u>People, Cultures and Communities.</u> HC – Can talk about themselves as part of a family and community - what sort of food do you and your family like to eat? - who sleeps in your bedroom? - What’s in your kitchen? - what is your front door made of? - What does your house look like? (to help teach N statement - Continue to develop positive attitudes about the differences between people.) <u>The Natural World</u> N – Talk about the changes in the weather. N – Explore collections of materials with similar and/or different properties	<u>Creating</u> HC – Access the ‘creation station’ to make pictures and models using their own ideas. <u>Being Imaginative</u> N – Create their own songs, or improvise a song around one they know. N – Sing songs in tune, the way they are meant to sound (reworded from Dev.Matters).

Essential Experiences and Activities to promote curriculum coverage - The Three Little Pigs – Spring 2 (2 weeks)

Ongoing focus on Spring.

Stories and books	Additional Experiences	Festivals and Celebrations
The Three Little Pigs	Building dens Making mother's day cards Making Easter Cards Gathering blossom from our tree – making petal perfume	Mother's Day Easter
Songs and Rhymes	RE – Christian Values - British Values	What to cover...
10 fat Sausages Sizzling In A Pan I'm A Little Tea-Pot This Little Piggy Went To Market Old McDonald Little Peter Rabbit Had A Fly Upon His Nose	Purpose Easter Story – basic story and images.	• Buildings - houses • Textures • Counting • Different animals that live on a farm. • Animal noises.

Essential Experiences and Activities to promote curriculum coverage - Spring – Spring 2 (1 Week)

Ongoing focus on Spring.

Stories and books	Additional Experiences	Festivals and Celebrations
Jasper's Beanstalk	Looking for signs of spring. Planting cress seeds.	
Songs and Rhymes	RE – Christian Values - British Values	What to cover
Don't You Know It's Spring Time - One Little Flower Beautiful and Blue... Hop Little Bunnies	Peace British Value - Individual liberty	• Growth • Labelling plant vocab – leaves, stem, flowers, petals, seed, roots, shoots, buds, trunk, bark. • Drawing flowers

Essential Experiences and Activities to promote curriculum coverage - Goldilocks and the Three Bears – Spring 2 (2–3 wks)

Stories and books	Additional Experiences	Festivals and Celebrations
Goldilocks and the Three Bears. This Is The Bear Peace At Last Where's My Teddy	Making porridge Acting out the story	Easter
Songs and Rhymes	RE – Christian Values - British Values	What to cover...
When Goldilocks Went To The House Of The Bears. 10 In The Bed I'm A Little Tea Pot	Integrity British Value - Mutual respect and tolerance	Size Ordering and sequence. Sharing amounts Emotion words

Specific Curriculum Coverage

Opportunities to plan for and what to focus on in Summer 1

PSED	C&L	PD
<u>Self-Regulation</u> N – Talk about their feelings using words like, happy, sad, angry or worried. <u>Managing Self</u> N – Show confidence in new social situations. <u>Building Relationships</u> N – Play with one or more other children, extending and elaborating play ideas.	<u>Listening and Attention</u> Ph3 – Understand ‘when’ questions. HC - Learn topic and story specific vocabulary and use it throughout the day. <u>Speaking</u> N – Use longer sentences of 4 – 6 words.	<u>Gross Motor</u> N – Match physical skills to tasks and activities they want to carry out. Eg. decide whether to crawl, walk or run across a plank depending on it’s length and width N – Skip, hop, stand on one leg and hold a pose for a game like musical statues. N – Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. <u>Fine Motor</u> N – Use a comfortable grip with good control when holding pens and pencils.

Specific Curriculum Coverage

Opportunities to plan for and what to focus on in Summer 1

Literacy	Maths	Understanding the World	Expressive Arts and Design
<u>Comprehension.</u> HC – answer ‘when’ questions related to familiar stories. <u>Word Reading.</u> N – Embed concepts about print. - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing HC – phase 1 Aspect 7 - Blending and Segmenting. <u>Writing</u> N – Write their name. N – Write some letters accurately.	<u>Number</u> N – Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle). N – Compare quantities using language: ‘more than’, ‘fewer than’. N – Understand position through words alone eg. “The bag is under the table” - with no pointing. <u>Numerical Patterns</u> N –describe a familiar route. Discuss routes and locations using words like ‘in front of’, ‘behind’	<u>Past and Present</u> <u>People, Cultures and Communities.</u> N – Continue to develop positive attitudes about the differences between people. <u>The Natural World</u> N – Talk about differences between materials and changes they notice. (link to baking and growing). N – Begin to understand the need to respect and care for the natural environment and living things. N – Plant seeds and car for growing plants.	<u>Creating</u> HC – Design and make things related to the stories and songs they hear, including baking. <u>Being Imaginative</u> N – Take part in simple pretend play, using an object to represent something else, even though they are not similar. HC – Use knowledge of stories to role play, being different characters.

Essential Experiences and Activities to promote curriculum coverage - The Gingerbread Man – Summer 1 (2 weeks)

IMPORTANT – Focus on physical development – gross motor skills.

Stories and books	Additional Experiences	Festivals and Celebrations
The gingerbread man Honey biscuits. Spot Bakes A Cake	Making gingerbread men. Use obstacle courses that require children to choose the sort of movement or move in a variety of ways.	
Songs and Rhymes	RE – Christian Values - British Values	What to cover...
Gingerbread Man Song. Pat-a-Cake, Pat-a-Cake Bakers Man I like to eat apples and bananas This Old Man	Integrity (honesty and trust)	The senses – taste and smell. Sequencing events Making up own versions of the story, changing characters. Drawing people and animals.

Essential Experiences and Activities to promote curriculum coverage - Jasper's Beanstalk – Summer 1 (2 weeks)

IMPORTANT – Focus on physical development – gross motor skills.

Stories and books	Additional Experiences	Festivals and Celebrations
Jasper's beanstalk From the Garden	Planting beans in a jar to see the shoot and root growing.	
Songs and Rhymes	RE – Christian Values - British Values	What to cover...
Finger Gym - 5 Little Peas In A Pea-Pod Pressed Finger Gym – I'm A Little Bean/Seed 5 Elephants Went Out To Play	Love	Days of the week. Counting. Names of fruit and vegetables. Simple nutrition – 5 a day, eg. Milk is good for your bones. Fruit has lots of vitamins to help your body stay healthy. Sugar is bad for teeth. etc.

Essential Experiences and Activities to promote curriculum coverage - Rosie's Walk – Summer 1 (2 weeks)

IMPORTANT – Focus on physical development – gross motor skills.

Stories and books	Additional Experiences	Festivals and Celebrations
Rosie's Walk Chicken Licken	Baking bread Make their own obstacle courses.	
Songs and Rhymes	RE – Christian Values - British Values	What to cover...
Greedy Little Chick Chick, Chick, Chick, Chick, Chicken Here Is The Bee Hive	Purpose Respect Tolerance	Sharing Being kind Feelings and emotion words.

Specific Curriculum Coverage

Opportunities to plan for and what to focus on in Summer 2

PSED	C&L	PD
<u>Self-Regulation</u> N – negotiate solutions to conflicts in their play. <u>Managing Self</u> N – Show confidence in new social situations. <u>Building Relationships</u> N – Develop appropriate ways of being assertive. N – Help to find solutions to conflicts and rivalries by talking with others. Eg, accepting that not everyone can be Spider-Man in the game and accepting other ideas.	<u>Listening and Attention</u> N – Understand and answer ‘why’ questions, like “Why do you think the caterpillar got fat?” HC - Learn topic and story specific vocabulary and use it throughout the day. <u>Speaking</u> N – sing a large repertoire of songs, and know many rhymes. N – Be able to talk about familiar stories, and be able to tell a long story. N – Begin to use plurals and irregular tenses.	<u>Gross Motor</u> N – Choose the right resources to carry out their own plans. eg, choose a spade to enlarge a small hole they dug with a trowel. N – Go up steps and stairs, or climb up apparatus, using alternative feet. <u>Fine Motor</u> N – Use one-handed tools and equipment eg. Snips in paper with scissors. N – Use a comfortable grip with good control when holding pens and pencils.

Specific Curriculum Coverage

Opportunities to plan for and what to focus on in Summer 2

Literacy	Maths	Understanding the World	Expressive Arts and Design
<u>Comprehension.</u> N – Engage in conversations about stories, including new vocabulary. N – Answer ‘why’ questions relating to familiar stories. <u>Word Reading.</u> N – Embed concepts about print. - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing HC – phase 1 Aspect 7 - Blending and Segmenting. <u>Writing</u> N – Write their name. N – Write some letters accurately.	<u>Number</u> N – Use numbers to 5 to solve simple problems eg. How many each? How many more? How many missing? <u>Numerical Patterns</u> HC – Be aware of symmetry through their creative activities. Notice shapes and patterns. N – Begin to describe a sequence of events, real or fictional using words such as ‘first’, ‘then’...	<u>Past and Present</u> <u>People, Cultures and Communities.</u> N – know that there are different countries in the world and talk about the differences they have experienced or seen in photos. (This can link to animals and insects). <u>The Natural World</u> N – Talk about what they see using a wide vocabulary. N – Understand the key features and the life cycle of a plant and animal. N – Begin to understand the need to respect and care for the natural environment and living things.	<u>Creating</u> HC – Design and make things related to the stories and songs they hear, including baking. N – Create closed shapes with continuous lines, and begin to use these shapes to represent objects. N – Draw with increasing complexity and detail, such as representing a face with a circle and including details. <u>Being Imaginative</u> N – Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. N – Begin to develop complex stories using small world equipment like animal sets dolls and dolls houses etc.

Essential Experiences and Activities to promote curriculum coverage - We're Going On A Bear Hunt – Summer 2 (2 weeks)

Stories and books	Additional Experiences	Festivals and Celebrations
We're going on a bear hunt	Making sound effect instruments. Treasure hunt outside. Making Father's Day cards	Father's Day
Songs and Rhymes	RE – Christian Values - British Values	What to cover...
The Bear Hunt Song 10 Little Monkeys The Bear Went Over The Mountain	Togetherness	Story Sequence Adding sound to the story when retelling. Journeys – story map.

Essential Experiences and Activities to promote curriculum coverage - This Is The Bear – Summer 2 (1 -2 weeks)

Stories and books	Additional Experiences	Festivals and Celebrations
This is the bear This is the bear and the picnic lunch. This is the bear and the scary night.	Teddy Bear's Picnic. Making sandwiches	Father's day
Songs and Rhymes	RE – Christian Values - British Values	What to cover...
10 Brown Teddies Sitting On A Wall Teddy Bear, Teddy Bear Turn Around Teddy Bear's Picnic	compassion	What is a picnic? Journeys – where might you go and what could you do?

Essential Experiences and Activities to promote curriculum coverage - Minibeasts – Summer 2 (3 weeks)

The Very Hungry Caterpillar – (2 weeks)

The Very Busy Spider – (1 week)

Stories and books	Additional Experiences	Festivals and Celebrations
The Very Hungry Caterpillar The Very Busy Spider	Butterfly House. Join in with Reception's Ugly Bug Ball. Transition Days Reception Teachers to swap pre-arranged for story telling or singing sessions.	New Beginnings – starting 'big school'.
Songs and Rhymes	RE – Christian Values - British Values	What to cover...
There's A Tiny Caterpillar On A Leaf Little Arabella Miller, Found A Hairy Caterpillar Flutter, Flutter Butterfly, floating in the Summer Sky Daddy Spider Incy Wincy Spider – Family version Wiggly Woo	Respect British Value - Individual liberty	Names of creatures/minibeasts Bug hunts Life cycle of a butterfly.

Holy Cross

Reception Curriculum

Reception - Settling In – Autumn 1 (3 weeks)

School and National Baseline to be completed by the end of the first 4 full-time weeks.

Opportunity to spend time with the children, get to know their strengths and interests.

Specific Curriculum Coverage Opportunities to plan for and what to focus on

PSED	C&L	PD
<u>Self-Regulation</u> N – Develop appropriate ways of being assertive. ELG – Give focussed attention to what the teacher is saying – sit still, face the front, try to stay quiet, try to remember <u>Managing Self</u> ELG – Be confident to try new activities and show independence. <u>Building Relationships</u> R – Build constructive and respectful relationships.	<u>Attention and Listening</u> R – Learn rhymes poems and songs R – Engage in story times. R – Understand what they need to do to be a good listener – look at the speaker, try to sit still and quietly, try to remember what is said. <u>Speaking</u> N – Develop social phrases – hello, bye-bye, good morning, good afternoon, please, thank you, can I play?	<u>Gross Motor</u> N – Go up steps and stairs, or climb up apparatus, using alternative feet. R – Use their core muscle strength to achieve good posture when sitting at a table or sitting on the floor. R – Further develop the skills they need to manage the school day successfully -lining up and queuing – mealtimes – personal hygiene <u>Fine Motor</u> N – Start to eat independently and learning how to use a knife and fork. N – Be increasingly independent as they get dressed and undressed. Put on their own coats and doing up zips. N – Be increasingly independent managing their own personal care - using the toilet, washing their hands and wiping their nose.

Reception - Settling In – Autumn 1 (first 3 weeks)

School and National Baseline to be completed by the end of the first 4 full-time weeks.

Opportunity to spend time with the children, get to know their strengths and interests.

Specific Curriculum Coverage Opportunities to plan for and what to focus on

Literacy	Maths	UW	EA&D
<u>Comprehension</u> N – Engage in conversations about stories, learning new vocabulary. N – Re-read books to build up their confidence and enjoyment. <u>Word Reading</u> N – Understand print has meaning Phase 1 phonics – with a particular focus on Aspect 7 <u>Writing</u> N – Write some letters accurately N - Write some or all of their name.	<u>Numbers</u> N – Recite numbers past five N – Fast recognition of up to 3 objects, without having to count them individually (subitising) N – Show finger numbers up to 5 <u>Numerical Patterns</u> N – Understand position through words alone, eg – the bag is under the table – with no pointing. HC – name; square, circle, rectangle, triangle	<u>Past and Present</u> N – (Know about their own life story and family's history). <u>People, cultures and communities</u> R – Talk about members of their immediate family and community. R – Name and describe people who are familiar to them. R – (Understand that some places are special to members of their community) - know that some children attend mosque, temple or church and these places are special. <u>The Natural World</u> R – (Explore the natural world around them) – explore the outdoor areas (garden and playground)	<u>Creating with Materials</u> N – Explore different materials freely, develop their ideas about how to use them and what to make. N – Join different materials together. HC – label colours correctly. <u>Being Imaginative and Expressive</u> N – Remember and sing entire songs.

Essential Experiences and Activities to promote curriculum coverage – Autumn 1 (first 3 weeks)

Stories and books	Additional Experiences	Things to cover ...
Favourite stories and books from Nursery – traditional stories. Little Rabbit Foo Foo The Tiger Who Came to Tea		Phase 1 phonics activities. Listening games Blending and segmenting games
Rhymes and Songs	RE	Christian Values and British Values
Heads and Shoulders Twinkle Twinkle Wind a Bobbin Up Hickory Dickory Dock The Grand Old Duke Of York Tommy Thumb – using children's names Row Row Row Your Boat Days of the week	Introduction to our Early Years morning and afternoon prayers.	Love Purpose British Value – Rule of Law – understanding that rules are important.
	PSHE	
Alphabet song Rain Rain Go Away This Old Man The Whole World in His Hands	Being Me In My World	

ALL ABOUT ME – Autumn 1 (suggested timescale – 5 weeks)

General themes covered – bodies, families, the senses.

Specific Curriculum Coverage Opportunities to plan for and what to focus on

PSED	C&L	PD
<u>Self-Regulation</u> ELG – Set and work towards simple goals, being able to wait for what they want and control their immediate impulses, when appropriate. HC – Say when they are hungry, thirsty, tired or need the toilet. (R - manage their own needs). <u>Managing Self</u> ELG – Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. ELG – Manage own basic hygiene needs, dressing, going to the toilet, and understanding the importance of health food choices. <u>Building Relationships</u> HC – Have some friends. HC – Seek out an adult when they need help or want to tell them something.	<u>Attention and Listening</u> R – Learn rhymes poems and songs R – Engage in story times. Listen to and talk about stories to build familiarity and understanding. R – Listen carefully – look at the speaker, try to sit still and quietly, try to remember what has been said. R – Learn new vocabulary and use it throughout the day. ELG – Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <u>Speaking</u> R – Articulate their ideas and thoughts in well-formed sentences. R – Describe events in some detail.	<u>Gross Motor</u> R – Learn about healthy eating. R – Learn about toothbrushing. R – Provide opportunities to practice the skills needed to meet this ELG – move energetically eg – running jumping, dancing, hopping, skipping and climbing. (include, crawling, rolling, standing still, moving in different directions, taking weight through the hands, balancing on one leg) <u>Fine Motor</u> N – Use one handed tools and equipment, eg. snip paper with scissors. N – Get dressed and undressed independently, put on coats and do up zips. N – be increasingly independent meeting own care needs, brushing teeth, using toilet, washing and drying hands. HC – copy/form some letters accurately eg. from their name and early phonics lessons.

ALL ABOUT ME – Autumn 1 (suggested timescale – 5 weeks)

General themes covered – bodies, families, the senses.

Focus on EA&D including a focus on music.

Specific Curriculum Coverage Opportunities to plan for and what to focus on

Literacy	Maths	UW	EA&D
<u>Comprehension</u> N - Engage in extended conversations about stories, learning new vocabulary. • Main story setting • Events • Principle characters <u>Word Reading</u> N - Understand the five key concepts about print: • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing HC - Phase 1 phonics - Aspect 7 <u>Writing</u> R - Begin to use some clearly identifiable letters to communicate meaning eg on their pictures, shopping lists etc. R - Writes some or all of their name. R - Where appropriate focus on correct letter formation.	<u>Numbers</u> N – Link numerals and amounts. Eg showing the right number of objects to match the numeral up to 5. N – experiment with mark making – symbols and numerals. N – one to one correspondence to 5 N – know that the last number reached when counting a small number of objects tells you how many there are (cardinal principle). N – compare quantities – more than – fewer than. R – count objects, actions and sounds. <u>Numerical Patterns</u> N – Talk about and identify patterns around them. Eg stripes n cloths, designs on fabrics/wallpaper, - use words like pointy, spotty, blobs etc. HC – compare sizes of things/people using words like; big, bigger, biggest, tall, shorter etc. HC – name basic 2D shapes.	<u>Past and Present</u> R – Comment on images of familiar situations in the past – “when I was a baby” <u>People, cultures and communities</u> HC – Learn about some similarities and differences between them and their friends (cultures and beliefs). HC – Learn about our school culture • VIP pennies • Introduce the daily prayers. • Pray as you pray. <u>The Natural World</u> R – Describe what they see, hear and feel whilst playing outside. R – Understand the effect of the changing seasons on the world around them.	<u>Creating with Materials</u> N – Create closed shapes with continuous lines, and begin to use these shapes to represent objects. N – Draw with increasing complexity and details, such as representing a face with a circle and including details. HC – label colours correctly. <u>Being Imaginative and Expressive</u> N – Remember and sing entire songs. ELG – Sing a range of well-known nursery rhymes and songs.

Essential Experiences and Activities to promote curriculum coverage – Autumn 1 – All About Me

Stories and books	Additional Experiences	Things to cover ...
Funny Bones – Alan Ahlberg What Makes Me Me? – Ben Faulks All kinds of people (lift the flap book) – Emma Damon Elmer – David McKee	Longest Carrot Competition. First Clergy visit.	Harvest Autumn Halloween (depending on when half term falls)
Rhymes and Songs	RE	Christian Values and British Values
Heads, Shoulders, Knees and Toes Do Your Ears Hang Low I have 10 Little Fingers Eyes, Nose Cheeky, Cheeky, Chin Tommy Thumb – using children's names The Hand Jive Open Them, Shut Them Thank You For My Friends	I am special	Our Christian Values – linked to ourselves British Value – Democracy (making decisions)
	PSHE	
	Being Me In My World	

DARK DAYS, COSY NIGHTS – Autumn 2 (suggested timescale – 5 weeks)

General themes covered – bodies, families, the senses.

Specific Curriculum Coverage Opportunities to plan for and what to focus on

PSED	C&L	PD
<u>Self-Regulation</u> HC – Identify how they are feeling and what makes them feel sad, happy, scared, lonely, etc. HC – Identify how others are feeling and react appropriately. <u>Managing Self</u> ELG – (follow classroom) rules and know right from wrong, and try to behave accordingly. <u>Building Relationships</u> ELG – Begins to show sensitivity to their own and other's needs.	<u>Attention and Listening</u> N – Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Answer simple why questions. R – Learn new vocabulary and use it throughout the day. R – Learn rhymes poems and songs <u>Speaking</u> R – Connect one idea or action to another using a range of connectives. ELG – Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.	<u>Gross Motor</u> R – Progress towards a more fluent style of moving, with developing control and grace. ELG – Move energetically. <u>Fine Motor</u> N – Show a preference for a dominant hand. N – Use a comfortable grip with good control when holding pens and pencils. R – Learn new vocabulary. HC – To begin to use anticlockwise movements and retrace vertical lines

DARK DAYS, COSY NIGHTS – Autumn 2 (suggested timescale – 5 weeks)

General themes covered – bodies, families, the senses.

Focus on EA&D, including a focus on music.

Specific Curriculum Coverage Opportunities to plan for and what to focus on

Literacy	Maths	UW	EA&D
<u>Comprehension</u> HC - Join in story time - anticipate events and respond appropriately with relevant comments and questions. HC - Join in role play. HC - Develop understanding and enjoyment of stories. <u>Word Reading</u> See phonics plan <u>Writing</u> HC – Use anticlockwise circles and lines to form some recognisable letters.	<u>Number</u> R – Link the number symbol (numeral) with it's cardinal number value to 5 <u>Numerical Patterns</u> N – Talk about and explore 2D and 3D shapes (eg. Circles, triangles, rectangles, cuboids), using informal and mathematical language – ‘sides’, ‘corners’, ‘straight’, ‘flat’, ‘round’. R – Continue, copy and create repeating patterns. ELG – Subitise (recognise quantities without counting), up to 5.	<u>Past and Present</u> R – Compare and contrast characters from stories, including figures from the past (link to RE and nativity) <u>People, Cultures and Communities</u> R – Recognise that people have different beliefs and celebrate special times in different ways (HC Diwali, Bonfire Night, Eid, Christmas) <u>The Natural World</u> ELG – Understand some important changes in the natural world around them including seasons...	<u>Creating with Materials</u> HC – With encouragement, add to or modify own work, eg. models or drawings. (this is reworded from R – ‘refining and developing ideas’ etc) ELG – Safely use and explore a variety of materials, tools and techniques, experimenting with colour and design. <u>Being Imaginative and Expressive</u> R – Sing in a group or on their own, increasingly matching the pitch and following the melody. ELG – Perform songs and rhymes with others, and – when appropriate – try to move in time with music.

Essential Experiences and Activities to promote curriculum coverage – Autumn 2

Stories and books	Additional Experiences	Festivals and Celebrations
Owl Babies A T-wit for a T-woo Can't You Sleep Little Bear Meg and Mog books Percy The Park Keeper Stories – After the Storm What Colour Is Night? Peace At Last	Learn about bonfire night safety Father Christmas – Visitor Christmas performance for parents/carers Baking/cooking Visit the church – Christmas Tree festival Brass band – Blue Coat - visitor Owl visit – Visitor Autumn walk on Oldham Edge and to the local playground – Trip Clergy from one of the churches – visitor	Remembrance Day Diwali Halloween (depending on when half term falls) Bonfire night Eid? Christmas
Songs and Rhymes	RE	Christian Values and British Values
All The Leaves Are Falling Down... Because it's autumn 5 little leaves ... dancing around on a tree one day... Away In A Manger It Was On A Starry Night (verse 1 and chorus) We Wish You A Merry Christmas	Christmas Introduction to the church – special places.	Love Peace Tolerance
	PSHE	
	Celebrating Difference.	Individual liberty – freedom for all – being able to express yourself.

PEOPLE AND PLACES – Spring 1 (suggested timescale – 4 weeks)

General themes covered – Communities, Where we live, Our homes and Animals Homes, Jungles and Oceans
Jobs (VET, FARMER (and foods), SAILOR AND FISHERMAN, MECHANIC),

Specific Curriculum Coverage Opportunities to plan for and what to focus on

PSED	C&L	PD
<u>Self-Regulation</u> ELG – Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. <u>Managing Self</u> ELG – Follow classroom rules, Explain the reasons for rules, know right from wrong and try to behave accordingly. <u>Building Relationships</u> HC – Get along with other children most of the time by finding solutions to problems.	<u>Attention and Listening</u> R – Learn new vocabulary and use it throughout the day. R – Learn rhymes poems and songs R – Engage in non-fiction books. R – Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. ELG – Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <u>Speaking</u> R – Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. ELG – Offer explanations of why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.	<u>Gross Motor</u> HC – Engage in regular physical activity to develop strength and coordination and practice rolling, crawling, walking, jumping, running, hopping, skipping and climbing – with increased control and grace. R – Develop and refine a range of ball skills including; throwing, catching, kicking, passing, batting and aiming. ELG – Negotiate space and obstacles safely, with consideration for themselves and others. <u>Fine Motor</u> HC – Begin to form recognisable letters most of which are correctly formed. ELG – Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.

PEOPLE AND PLACES – Spring 1 (suggested timescale – 4 weeks)

**General themes covered – Communities, Where we live, Our homes and Animals Homes, Jungles and Oceans
Jobs (VET, FARMER (and foods), SAILOR AND FISHERMAN, MECHANIC),**

Specific Curriculum Coverage Opportunities to plan for and what to focus on

Literacy	Maths	UW	EA&D
<u>Comprehension</u> ELG – Demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words. <u>Word Reading</u> See phonics plan <u>Writing</u> ELG – Begin to Write recognisable letters, most of which are correctly formed. ELG – Begin to spell words by identifying sounds in them and representing the sounds with a letter or letters.	<u>Number</u> R – Link the number symbol (numeral) with its cardinal number value to 10. R – Understand the ‘one more than/one less than’ relationship between consecutive numbers. R – Count beyond 10 R – Compare numbers. <u>Numerical Patterns</u> R – Select, rotate and manipulate shapes in order to develop spatial reasoning skills. (Build complex models, tessellate with shapes) ELG – Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.	<u>Past and Present</u> R – Recognise that people have different beliefs and celebrate special times in different ways (HC Chinese New Year) <u>People, Cultures and Communities</u> R – Draw information from a simple map. ELG – 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. ELG – Describe their immediate environment using knowledge from observation, discussion, stories, no-fiction texts and maps. <u>The Natural World</u> ELG – Understand some important processes and changes in the natural world around them including the seasons and changing states of matter.	<u>Creating with Materials</u> ELG – Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. <u>Being Imaginative and Expressive</u> R –Develop storylines in their pretend play.

Essential Experiences and Activities to promote curriculum coverage – Spring 1 – People And Places

Stories and books	Additional Experiences	Things to cover ...
Mr Gumpy's Outing Mr Gumpy's motor car Handa's surprise Little Tiger's Big Surprise. Guess How Much I Love you	Clergy Visit - Visitor Trip to Stamford Park – The Dingle - Trip	Valentines Day Chinese New Year Hogmany Shrove Tuesday
Rhymes and Songs	RE	Christian Values and British Values
Row Row Row Your Boat 1,2,3,4,5 Once I Caught A Fish Alive 5 Cheeky Monkeys jumping on the bed. When I was 1 I ate a bun, the day I went to sea A sailor went to sea, sea, sea Old Mc Donald Had a Farm Magic Penny (Love is something if you give it away)	Jesus Stories Jesus Told – Noah's Ark	Love Respect British Value – Mutual respect and tolerance (treating others as you wish to be treated)
	PSHE	
	Dreams and Goals	

JOURNEYS – Spring 2 (March to Easter - suggested timescale – 4 weeks)

General themes covered – Journeys, Transport, Water, Maps

Specific Curriculum Coverage Opportunities to plan for and what to focus on

PSED	C&L	PD
<u>Self-Regulation</u> ELG –Give focussed attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas of actions. <u>Managing Self</u> ELG – Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. <u>Building Relationships</u> ELG –Form positive attachments with adults and friendships with peers. ELG – Work and play cooperatively and take turns with others.	<u>Attention and Listening</u> R – Learn new vocabulary and use it throughout the day. R – Learn rhymes, poems and songs ELG –Listen attentively and respond to what they hear with relevant questions, comment and actions when being read to and during whole class discussions and small group interactions. <u>Speaking</u> ELG – 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 an support from their teacher.	<u>Gross Motor</u> HC – Learn about road safety, be able to stop and stand still. ELG – negotiate space. <u>Fine Motor</u> ELG – Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.

JOURNEYS – Spring 2 (March to Easter - suggested timescale – 4 weeks)

General themes covered – Journeys, Transport, Water, Maps

Specific Curriculum Coverage Opportunities to plan for and what to focus on

Literacy	Maths	UW	EA&D
<u>Comprehension</u> R – Anticipate appropriate key events in stories. HC - Demonstrate understanding of stories through roleplay. ELG – Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. <u>Word Reading</u> See phonics plan <u>Writing</u> ELG – Write recognisable letters, most of which are correctly formed.	<u>Number</u> ELG – Automatically recall (without reference to rhymes, counting or other aids), number bonds up to 5. <u>Numerical Patterns</u> R – compare length R – Compose and decompose shapes so that children can recognise a shape can have other shapes within it, just as numbers can.	<u>Past and Present</u> R – Recognise that people have different beliefs and celebrate special times in different ways (HC - Easter) ELG – Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. <u>People, Cultures and Communities</u> R – Draw information from a simple map. ELG – 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. ELG – Describe their immediate environment using knowledge from observation, discussion, stories, no-fiction texts and maps. <u>The Natural World</u> ELG – Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.	<u>Creating with Materials</u> ELG – Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. <u>Being Imaginative and Expressive</u> R – Listen attentively, move to and talk about music, expressing their feelings and responses. ELG –Maintain a steady beat.

Essential Experiences and Activities to promote curriculum coverage – Spring 2 – Journeys

Stories and books	Additional Experiences	Things to cover ...
We're Going On A Lion Hunt – David Axtell The Train Ride – June Crebbin You Can't Take An Elephant On The Bus – Patricia Cleveland-Peck	Making chocolate nests ahead of a visit from The Easter Bunny. Visit to the church for a bible story led by the clergy - Trip	Mother's Day Easter
Rhymes and Songs	RE	Christian Values and British Values
Daisy Daisy Give Me Your Answer Do The Wheels On The Bus Down At The Station Early In The Morning	The Easter Story	Love Compassion British Value – Mutual Respect and tolerance (treating others as you wish to be treated)
	PSHE	
	Healthy Me	

GROWING IN THE GARDEN - Spring 2 into Summer 1 (suggested timescale – 4 weeks)

General themes covered – growing and changing, life cycles, water.

Specific Curriculum Coverage Opportunities to plan for and what to focus on

PSED	C&L	PD
<u>Self-Regulation</u> ELG – Give focussed attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas of actions. <u>Managing Self</u> ELG – Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. <u>Building Relationships</u> ELG – Form positive attachments with adults and friendships with peers. ELG – Work and play cooperatively and take turns with others.	<u>Attention and Listening</u> R – Learn new vocabulary and use it throughout the day. R – Learn rhymes, poems and songs R – Engage in non-fiction books. Listen to and talk about non-fiction to develop a deep familiarity and new knowledge and vocabulary. ELG – Listen attentively and respond to what they hear with relevant questions, comment and actions when being read to and during whole class discussions and small group interactions. ELG – Make comments about what they have heard and ask questions to clarify their understanding. <u>Speaking</u> R – Retell a story once they are familiar with it, some as exact repetition and some in their own words. R – Use new vocabulary in different contexts. ELG – 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.	<u>Gross Motor</u> R – Confidently use a range of large and small apparatus indoors and outside, alone and in a group. ELG – Demonstrate strength, balance and coordination when playing. <u>Fine Motor</u> ELG – Begin to show accuracy and care when drawing. ELG – Use a range of small tools, including scissors, paint brushes and cutlery.

GROWING IN THE GARDEN - Spring 2 into Summer 1 (suggested timescale – 4 weeks)

General themes covered – growing and changing, life cycles, water.

Specific Curriculum Coverage Opportunities to plan for and what to focus on

Literacy	Maths	UW	EA&D
<u>Comprehension</u> R – Anticipate appropriate key events in stories. HC - Demonstrate understanding of stories through roleplay. ELG – Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. <u>Word Reading</u> See phonics plan <u>Writing</u> ELG – Write recognisable letters, most of which are correctly formed. ELG – Spell words by identifying sounds in them and representing the sounds with a letter or letters. ELG – Write simple phrases and sentences that can be read by others.	<u>Number</u> ELG – 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 doubling facts. <u>Numerical Patterns</u> R – compare weight R – Explore and represent patterns within numbers to 10, including evens and odds, double facts and how quantities can be distributed equally. ELG – Verbally count beyond 20, recognising the pattern of the counting system.	<u>Past and Present</u> ELG – Understand the past through settings, characters and events encountered in books read in class and story-telling (and in RE) <u>People, Cultures and Communities</u> ELG – Describe their immediate environment using knowledge from observation, discussion, stories, no-fiction texts and maps. <u>The Natural World</u> ELG – Explore the natural world around them, making observations and drawing pictures of animals and plants.	<u>Creating with Materials</u> ELG – Make use of props and materials when role playing characters in narratives and stories. ELG –Share their creations, explaining the process they have used. <u>Being Imaginative and Expressive</u> ELG –Invent, adapt and recount narratives and stories with peers and their teacher. ELG –Perform songs, rhymes, poems and stories with others and – when appropriate – try to move in time with music.

Essential Experiences and Activities to promote curriculum coverage – Spring 2 into Summer 1

Stories and books	Additional Experiences	Things to cover ...
The Tiny Seed – Eric Carle Planting a Rainbow Jaspers Beanstalk (from Nursery) Jack And The Beanstalk The Enormous Turnip	Spring 2 – Exploration of the Forest School (at least one afternoon for every child)- Trip Clergy visit - Visitor Summer 1 - Bus ride to Uppermill – visit the garden centre, look for ducklings, use stepping stones, Picnic. - Trip	St George's Day
Rhymes and Songs	RE	Christian Values and British Values
See the little bunnies sleeping Dingle Dangle Scarecrow Incy Wincy Spider Five Little Speckled Frogs Five Little Ducks If I was a butterfly...I'd thank you Lord that I could fly	The Church – Special places	Purpose Respect British Value – Democracy (making decisions)
	PSHE	
	Relationships	

**The EYFS Data has to be submitted to the LA in the first 2 weeks of this block.
Focus on plugging gaps for individual pupils to meet GLD and increasing APS.**

HIDING IN THE GARDEN – Summer 2 (suggested timescale – 4 weeks)

General themes covered – Minibeasts, Archeologists

Specific Curriculum Coverage Opportunities to plan for and what to focus on

PSED	C&L	PD
<u>Self-Regulation</u> ELG –Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. ELG –Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. ELG –Give focussed attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas of actions. <u>Managing Self</u> ELG – Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. ELG –Explain the reasons for rules, know right from wrong and try to behave accordingly. ELG – Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices <u>Building Relationships</u> ELG –Form positive attachments with adults and friendships with peers. ELG – Work and play cooperatively and take turns with others. ELG –Show sensitivity to their own and others’ needs.	<u>Attention and Listening</u> R – Learn rhymes, poems and songs R – Learn new vocabulary and use it throughout the day. ELG – Make comments about what they have heard and ask questions to clarify their understanding. <u>Speaking</u> ELG – 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. HC – focus on understanding of and being able to answer ‘why’ questions.	<u>Gross Motor</u> ELG – Demonstrate strength, balance and coordination when playing. <u>Fine Motor</u> ELG – Hold a pencil effectively in preparation for fluent writing – using a tripod grip in almost all cases. ELG – Use a range of small tools, including scissors, paint brushes and cutlery. ELG – Begin to show accuracy and care when drawing.

**The EYFS Data has to be submitted to the LA in the first 2 weeks of this block.
Focus on plugging gaps individual pupils need to meet GLD.**

HIDING IN THE GARDEN – Summer 2 (suggested timescale – 4 weeks)

General themes covered – Minibeasts, Archeologists

**Specific Curriculum Coverage
Opportunities to plan for and what to focus on**

Literacy	Maths	UW	EA&D
<u>Comprehension</u> ELG – Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. ELG – Anticipate key events in stories. ELG – Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. <u>Word Reading</u> See phonics plan <u>Writing</u> ELG – Write recognisable letters, most of which are correctly formed. ELG – Spell words by identifying sounds in them and representing the sounds with a letter or letters. ELG – Write simple phrases and sentences that can be read by others.	<u>Number</u> Numerical Patterns ELG – Explore and represent patterns within numbers to 10, including evens and odds, doubling facts and how quantities can be distributed equally. HC – revisit positional language	<u>Past and Present</u> People, Cultures and Communities ELG – 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. FIRST TWO WEEKS OF THIS BLOCK BEFORE DATA SUBMISSION. <u>The Natural World</u> COMPUTING – Know how to log on and off Know how to switch the computer on Interact with age appropriate software.	<u>Creating with Materials</u> Being Imaginative and Expressive

Essential Experiences and Activities to promote curriculum coverage – Summer 2

Stories and books	Additional Experiences	Things to cover ...
The Very Hungry Caterpillar, (from Nursery)- Eric Carle The Very Busy Spider (from Nursery) What The Ladybird Heard The Gruffalo Superworm The Bad Tempered Ladybird. The Big Wide Mouthed Frog. Snail Trail -	Teddy bears picnic. Making sandwiches. Life cycle of a frog Pond dipping in Forest School – arranged with forest school leaders – one session per child - Trip Bible story read by a member of the clergy – Visitor	Father's Day
Rhymes and Songs	RE	Christian Values and British Values
There's A Tiny Caterpillar On A Leaf Little Arabella Miller, Found A Hairy Caterpillar Flutter, Flutter Butterfly, floating in the Summer Sky Daddy Spider Incy Wincy Spider – Family version Wiggly Woo	The Bible	Integrity British Value – Rule of Law (Understanding that rules are important)
	PSHE	
	Changing Me	

Dream Big! – End of Summer 2 (timescale – 2 weeks) – ELG consolidation – Y1 Readiness

Use EYFS Profile Data to ‘gap fill’ – look for quick wins to get more pupils year 1 ready, and increase GLD

General themes covered – Transition, Endings, Our new class, jobs and aspirations.

Revisit all ELG statements included in GLD and gap fill.

PSED	C&L	PD
<u>Self-Regulation</u> ELG –Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. ELG –Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. ELG –Give focussed attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas of actions. <u>Managing Self</u> ELG – Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. ELG – Explain the reasons for rules, know right from wrong and try to behave accordingly. ELG – Manage own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <u>Building Relationships</u> ELG –Form positive attachments with adults and friendships with peers. ELG – Work and play cooperatively and take turns with others.	<u>Attention and Listening</u> ELG –Listen attentively and respond to what they hear with relevant questions, comment and actions when being read to and during whole class discussions and small group interactions. ELG – Make comments about what they have heard and ask questions to clarify their understanding. ELG – Hold conversation when engaged in back-and -forth exchanges with their teachers and peers. <u>Speaking</u> ELG – 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. ELG – Participate in small group, class and one-to-one discussions, offering their own ideas and recently introduced vocabulary. ELG – Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.	<u>Gross Motor</u> ELG –Negotiate space and obstacles safely, with consideration for themselves and others. ELG – Demonstrate strength, balance and coordination when playing. ELG –Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <u>Fine Motor</u> ELG – Hold a pencil effectively in preparation for fluent writing – using a tripod grip in almost all cases. ELG – Use a range of small tools, including scissors, paint brushes and cutlery. ELG – Begin to show accuracy and care when drawing.

Dream Big! – End of Summer 2 (timescale – 2 weeks) – ELG consolidation – Y1 Readiness

Use EYFS Data to 'gap fill' – look for quick wins to get more pupils year 1 ready.

General themes covered – Transition, Endings, Our new class, jobs and aspirations.

Specific Curriculum Coverage
Opportunities to plan for and what to focus on

Literacy	Maths	UW	EA&D
<u>Comprehension</u> ELG – Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. ELG –Anticipate key events in stories. ELG – Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems, and during role play. <u>Word Reading</u> ELG – say a sound for each letter in the alphabet and at least 10 digraphs ELG – Read words consistent with their phonic knowledge by sound-blending. ELG – Read aloud simple sentences and books that are consistent with their phonetic knowledge, including some common exception words. <u>Writing</u> ELG – Write recognisable letters, most of which are correctly formed. ELG – Spell words by identifying sounds in them and representing the sounds with a letter or letters. ELG – Write simple phrases and sentences that can be read by others. HC – Form all letters accurately.	<u>Number</u> ELG – 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. ELG – have a deep understanding of number to 10, including the composition of each number. ELG – Subitise (recognise quantities without counting) up to 5. <u>Numerical Patterns</u> R – compare capacity HC – Use + - = in their sums. HC – Correctly form numerals 0 – 9 (including 10)	<u>Past and Present</u> <u>People, Cultures and Communities</u> <u>The Natural World</u> HC - COMPUTING – Know how to log on and off Know how to switch the computer on Interact with age appropriate software.	<u>Creating with Materials</u> <u>Being Imaginative and Expressive</u>

Essential Experiences and Activities to promote curriculum coverage – End of Summer 2

Stories and books	Additional Experiences	Things to cover ...
Favourite stories from this year.	Transition Day. Story sessions arranged with the new teachers – two or three in addition to transition day.	Starting in Key Stage 1
Rhymes and Songs	RE	Christian Values and British Values
This Little Light Of Mine My Lighthouse	The Bible	British Value – Individual liberty (freedom for all – developing a positive sense of self) Our Christian Values in relation to ourselves and our next steps.
	PSHE	
	Changing Me	

Holy Cross CE VA Primary School