

| Values | Inclusivity | Respect | Empathy | Determination | Aspiration | Empowerment |
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| <p>The Leys' learning pathways</p> | <p>EYFS Explore familiar and unfamiliar roles and experiences.</p> <p>KS1 Explore new experiences with confidence.</p> <p>LKS2 Explore the world around me, increasing my knowledge and understanding.</p> <p>UKS2 Explore and challenge my learning in order to promote independence and resilience.</p> | <p>EYFS Communicate in a two way conversation.</p> <p>KS1 Communicate my thoughts and feelings in a calm, verbal way</p> <p>LKS2 Communicate verbally, confidently and in writing with increased clarity.</p> <p>UKS2 Communicate clearly and confidently both verbally and in writing.</p> | <p>EYFS Understand my feelings and respond to the feelings of others.</p> <p>KS1 Understand how my actions impact others.</p> <p>LKS2 Understand how my actions affect myself and others around me.</p> <p>UKS2 Understand my strengths and areas for development within our school community.</p> | <p>EYFS Solve problems independently with resilience.</p> <p>KS1 Solve problems independently with resilience in friendships and academics.</p> <p>LKS2 Solve problems regarding school life independently with resilience and seek support openly</p> <p>UKS2 Solve a wide range of problems across the curriculum, both independently and collectively as a team.</p> | <p>EYFS Care for myself, others and the world around me.</p> <p>KS1 Care for myself, others and the wider environment.</p> <p>LKS2 Care for myself, others and the wider world.</p> <p>UKS2 Care and understand how to promote the physical and mental well-being of myself and others and the world we live in.</p> | |

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| Global Goals | <ol style="list-style-type: none"> 1. No poverty 2. Zero hunger 3. Good health and well-being 4. Quality education | <ol style="list-style-type: none"> 5. Gender equality 6. Clean water & sanitation 7. Affordable and clean energy 8. Decent work and economic growth | <ol style="list-style-type: none"> 9. Industry, infrastructure and innovation 10. Reduced inequalities 11. Sustainable cities and communities | <ol style="list-style-type: none"> 12. Responsible consumption and production 13. Climate action 14. Life below water 15. Life on land | <ol style="list-style-type: none"> 16. Peace, justice, and strong institutions 17. Participation for the goals |
| SMSC/British Values | <p>Social Moral Spiritual Cultural Education</p> <p>Spiritual - Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.</p> <p>Moral - Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.</p> <p>Social - Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance.</p> <p>Cultural - Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.</p> <hr/> <p>British Values Education</p> <ul style="list-style-type: none"> • Democracy • The rule of Law • Individual Liberty • Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith | | | | |

| | AUTUMN | | SPRING | | SUMMER | |
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| School Events <ul style="list-style-type: none"> • Theme days • Charity events • Community events | Music Week: The Power of Music (4/9-8/9) Class Author Week: Why are we named after this author? (11/9-15/9) National Poetry Day (performance poetry) 5/10/23 | STEAM week: STEM-Building our Future-06/11-10/11) Feel Good Week: (13/11-17/11) Enterprise Day: How can we be creative to raise money for our school at Christmas? (1/12) Take One Book - The Snow Dragon- Abi Aphinstone (December) | Just Talk Day- 05/01/24 Internet Safety Week: Want to Talk about it? (wb 5/2/24) | World Book Day: How have books changed the world? (07/03) STEAM week: Time 08/03-15/03 Easter Poetry - wb 18/3 (world poetry day- 21/03) | KS2 SATs w/c 13/05 W/C- 13/05- TAKE ONE Book - The Secrets of Black Rock | STEAM week: Ocean Art (Wb: 20/5 - 24/5) Careers Month June: What is my dream job? International Food Fair- 08/07 Olympics/Paris- W/C 08. 07 |
| Charity Events | Harvest (Church) | Poppy Appeal 6-10/11/23 Children in Need 17/11/23 Christmas Jumper Day (15/12) | | Red nose day TBC | | |
| FOL Events | Disco (13/10) Non uniform day (19/10) | KS1/Reception Movie Night- (10/11) Enterprise Day (1/12) Refreshments at Nativities (Dec) Junior Performances- | Non Uniform Day- 16/02 Disco- 9/02 | Non Uniform Day - 28/3 | | Summer Fair (14/06) |

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| | | 18/12 | | | | |
| Pupil Parliament | Cabinet vote (KS2) - w/c 11/9/23 Session 1 (15/9/23) 11am | | Session 2 (19/1/24) | | Session 3 (19/4/24) | |
| Class trip/visitor | | | | Standalone farm | | |
| TOPIC | All about me | | | | | |
| Big Question | | | | | | |
| Global Goals | 3. Good Health and Wellbeing | 4. Quality Education | 10. Reduced Inequalities | 1.No poverty | 14. Life Below Water | 2.Zero hunger |
| Diversity Awareness | World Mental Health Day Music Week Class Author Week EAD I can explore a wide range of musical instruments I can listen with increased attention to sounds | Feel good week Anti Bullying week Children in Need PSED -I'm beginning to realise how others might be feeling | | Red Nose Day UTW - I can notice differences between people | | International food/ Olympics UTW - I know that there are different countries in the world and I can talk about the differences I have experienced or seen in the photos |

| Prime | AUTUMN | | SPRING | | SUMMER | |
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| <p>Communication and language</p> | <p>Sequence of learning I can respond to my name I can respond to simple instructions I can listen to familiar song and repeat some words or phrases I can show interest in playing with sounds, songs and rhymes. I can use gestures , sometimes with limited language I am learning to sit and listen during short group learning sessions. I can ask for milk or water at snack time. I can say please and thank you. I can talk about things that are important to me.</p> <p><u>Daily opportunities for key learning:</u> -Opportunities to think about objects using who? what? where? when? questions. -Puppets or masks for children to use to retell</p> | <p>Sequence of learning I can listen to others 1:1 I can listen to others on small groups I can talk about my home environment I can talk about things I see, hear and smell and share my ideas. I can join in with actions or vocalisations when learning new songs I can listen to longer stories with attention I can use simple sentences, for example to make a request for milk/ water I can understand 'who', 'what', 'where' in simple questions</p> <p><u>Daily opportunities for key learning:</u> -Daily stories shared with children -Show & tell /Circle time on a weekly basic -Listen to language and</p> | <p>Sequence of learning I can understand verbal and nonverbal clues I can express myself both verbally and non verbally I can listen to longer stories with attention I can answer questions about a book character I can use simple questions such as :what ,where, who . I can join in with singing my favourite songs. I can place objects in different positions (understanding positional language) I can use a full sentence to make a request for my fruit at snack time I am building up vocabulary that reflects the breadth of my experiences.</p> <p><u>Daily opportunities for key learning:</u></p> | <p>Sequence of learning I can talk in a sentence I can use a wider range of vocabulary I can retell a simple story I can sing a few familiar songs. I can speak in front of the class with a clear voice. I can carry out a two part instruction.</p> <p><u>Daily opportunities for key learning:</u> -Daily stories shared with children -Show & tell /Circle time on a weekly basic -Fred the bear diary to be taken home weekly -cooking sessions once a week -PE sessions once a week -Nursery library</p> | <p>Sequence of learning I can recognise what a question is I can express an opinion with confidence I can retell a simple past event in correct order I can use a range of tenses I'm beginning to understand why and how questions I can question why things happen and I am beginning to give my own explanations. I beginning to introduce a storyline or narrative into my play <u>Daily opportunities for key learning:</u> -Daily stories shared with children -Show & tell /Circle time on a weekly basic -Fred the bear diary to be taken home</p> | <p>Sequence of learning I can talk to an adult with confidence I can talk to a peer with confidence I can use talk to organise my play I can sing a large repertoire of songs. I can use intonation in my voice to convey meaning.</p> <p><u>Daily opportunities for key learning:</u> -Daily stories shared with children -Show & tell /Circle time on a weekly basic -Fred the bear diary to be taken home weekly -cooking sessions once a week -PE sessions once a</p> |

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| | <p>nursery rhymes</p> <ul style="list-style-type: none"> -Daily stories shared with children -Encourage children to listen to their friends and take turns in play and activities. -Cue children, particularly those with communication difficulties, to listen by first using their name, and signal a change of conversation, e.g. Now we are going to talk about... -Learning snack time routine (Top tips) Learning to wash my hands (Top tips) -Show & tell /Circle time on a weekly basic -Fred the bear diary to be taken home weekly -cooking sessions once a week -PE sessions once a week -Nursery library twice a week | <p>conversation that emerge through play, particularly play that is led by the child.</p> <ul style="list-style-type: none"> -Fred the bear diary to be taken home weekly -cooking sessions once a week -PE sessions once a week -Nursery library twice a week | <ul style="list-style-type: none"> -Daily stories shared with children -Show & tell /Circle time on a weekly basic -Fred the bear diary to be taken home weekly -cooking sessions once a week -PE sessions once a week -Nursery library twice a week (Monday and Thursday) - Poetry basket poems introduced to the children on a weekly basis | <p>twice a week (Monday and Thursday)</p> | <p>weekly</p> <ul style="list-style-type: none"> -cooking sessions once a week -PE sessions once a week -Nursery library twice a week (Monday and Thursday) -Encourage opportunities for conversations between small groups of children. Support these moments and act as a facilitator when appropriate. | <p>week</p> <ul style="list-style-type: none"> -Nursery library twice a week (Monday and Thursday) |
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| <p>Physical development</p> | <p>Sequence of learning I can run safely avoiding others and obstacles I am exploring the environment safely-jumping off the sandpit and navigating the climbing equipment.</p> <p><u>Daily opportunities for key learning:</u> Exploring indoor and outdoor environment Visiting meadow Teach children a simple way to put their coat on Building independence in self care activities e.g washing and drying hands, taking off and putting on coats /shoes Support children to manage self care into smaller steps -Top tips for washing hands /Top tips for snack time Support children to change into wellies when going outside Cosmic Yoga Just dance for kids</p> <p>Cooking sessions -using one</p> | <p>Sequence of learning I am learning to hold scissors and beginning to explore scissor skills I am growing in confidence with dressing I am strengthening my fine motor skills by using play dough, threading buttons and playing with the big wooden beads .</p> <p>I can run, hop ,jump and balance with confidence I can catch a ball I can throw a ball I can use large - muscle movement to wave flags and streamers, to paint and to make marks. I'm beginning to use a blunt knife safely to spread the butter</p> <p><u>Daily opportunities for key learning:</u> Daily Busy fingers activity Exploring indoor and outdoor environment Using large play</p> | <p>Sequence of learning I can go up and down the stairs /steps using alternate feet I can bend my knees when I land I can jump with 2 feet together I am growing in confidence with my scissor skills I am strengthening my fine motor skills by exploring tweezers in sensory trays</p> <p><u>Daily opportunities for key learning:</u> Daily Busy fingers activity Exploring indoor and outdoor environment Using large play equipment in the Junior / Reception playground Visiting meadow Building independence in self care activities e.g washing and drying hands, taking off and putting on coats /shoes</p> | <p>Sequence of learning I can hold my scissors and I am beginning to learn to cut my own sellotape. I can use a comfortable grip to hold writing tools I can show a preference for a dominant hand. I can show an increasing ability to use and remember sequences and patterns of movements related to music and rhythm. I can stand on 1 foot I can walk like a bear to travel from one location to another</p> <p><u>Daily opportunities for key learning:</u> Daily Busy fingers activity Exploring indoor and outdoor environment Using large play equipment in the Junior / Reception playground Visiting meadow</p> | <p>Sequence of learning I am growing in confidence with my scissor skills and I am beginning to use my non dominant hand to move and control the piece of paper while I cut around a curved line. I can try hard to find the end of the sellotape and pick it off. I can attempt to do my zip with some verbal help from an adult</p> <p><u>Daily opportunities for key learning:</u> Daily Busy fingers activity Exploring indoor and outdoor environment Using large play equipment in the Junior / Reception playground Visiting meadow Building independence</p> | <p>Sequence of learning I can follow a 2 step dance rhythm I can show increasing understanding that equipment and tools have to be used safely e.g. scissors , blunt knives. I am beginning to undo and fasten my own buttons.</p> <p>Getting ready for Reception :balance and coordination focus - using a knife and fork,</p> <p><u>Daily opportunities for key learning:</u> Daily Busy fingers activity Exploring indoor and outdoor environment Using large play equipment in the Junior / Reception playground Visiting meadow</p> |
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| | handed tools with confidence e.g. spoons , forks , knives , whisks , spatulas etc. | equipment in the Junior / Reception playground Visiting meadow Cosmic Yoga/circle games and dances Cooking sessions -using one handed tools with confidence e.g. spoons , forks , knives , whisks , spatulas etc. | Cosmic Yoga Just dance for kids Cooking sessions -using one handed tools with confidence e.g. spoons , forks , knives , whisks , spatulas etc. | Building independence in self care activities e.g washing and drying hands, taking off and putting on coats /shoes Cosmic Yoga Just dance for kids Cooking sessions - using one handed tools with confidence e.g. spoons , forks , knives , whisks , spatulas etc. | in self care activities e.g washing and drying hands, taking off and putting on coats /shoes Learning about healthy choices in regards to diet, exercise and oral hygiene . Cosmic Yoga Just dance for kids Cooking sessions - using one handed tools with confidence e.g. spoons , forks , knives , whisks , spatulas etc. | Building independence in self care activities e.g washing and drying hands, taking off and putting on coats /shoes Cosmic Yoga Just dance for kids Cooking sessions - using one handed tools with confidence e.g. spoons , forks , knives , whisks , spatulas etc. Sports day |
| PE | Locomotion | Fine motor skills | Stability 1 | Dance (Nursery rhymes) | Athletics | Target games |
| Personal, social and emotional development | Sequence of learning I'm beginning to learn and follow simple routines and rules in Nursery . | Sequence of learning I know the difference between sharing and turn taking | Sequence of learning I can use key vocabulary to express myself | Sequence of learning I can name my feelings | Sequence of learning I can talk about what I like and dislike | Sequence of learning I'm beginning to self regulate my emotions |

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| | <p>I'm beginning to understand and follow simple rules and I know why they are important . I'm beginning to realise others have feelings and I take care of them.</p> <p>I initiate conversations with others.</p> <p>I can take my coat off</p> <p>I can take my shoes off and put wellies on</p> <p>I can understand when I need the toilet</p> <p>I can wash hand with soap and water with verbal prompts</p> <p><u>Daily opportunities for key learning:</u></p> <p>Settling in,getting to know you - keygroups</p> <p>Nursery rules and expectations</p> <p>Play and teach</p> <p>Establishing clear,firm and consistent rules and behavioural expectations</p> <p>Our families class book</p> <p>Creating a listening culture and atmosphere,</p> | <p>Im learning how to use a sand timer when I share with my friends</p> <p>I am willing to play with children who I have not played with before</p> <p>I can ask for help from a familiar adult</p> <p>I can select activities and resources with help if needed.</p> <p>I am growing in confidence with dressing</p> <p>I can put my coat on</p> <p>I am beginning to understand when I need a coat while playing outside</p> <p><u>Daily opportunities for key learning:</u></p> <p>Building independence in self care activities e.g washing and drying hands, taking off and putting on coats /shoes</p> <p>Explain to children why it is important to wash hands</p> | <p>I can talk about how I feel</p> <p>I am more confident in remembering my words to take turns and share in my play</p> <p>I am beginning to notice when my friends are in need and can try to help them</p> <p>I can put on and take off a cardigan or a jumper.</p> <p><u>Daily opportunities for key learning:</u></p> <p>Emotions and feelings</p> <p>Exploring feelings and emotions through books and puppets (The colour monster)</p> <p>Show &Tell</p> <p>Special helpers</p> <p>WOW moments</p> <p>EYFS assembly</p> <p>Friendship tree</p> <p>Recognise , talk about and expand on children's emotions</p> <p>Story time with props that engage children in</p> | <p>I can wait for a few seconds when I need a teacher, when I have said his/her name once.</p> <p>I can wait my turn to play with a toy</p> <p>I can wash my hands independently and understand why we wash hands after the toilet etc</p> <p>I am learning to turn my jumper and coat sleeves the right way</p> <p><u>Daily opportunities for key learning:</u></p> <p>Turn taking games / sharing puppets</p> <p>Circle games - taking turns</p> <p>Parachute games</p> <p>Show &Tell sessions</p> <p>Special helpers</p> <p>WOW moments</p> <p>EYFS assembly</p> <p>Kindness tree</p> | <p>I can take turns and share with help if needed</p> <p>I can tell my friends about something I feel proud of</p> <p>I begin to make healthy choices in regards to diet, exercise and oral hygiene .</p> <p><u>Daily opportunities for key learning:</u></p> <p>Circle time / ring games /team games</p> <p>Show & Tell</p> <p>Special helpers</p> <p>WOW moments</p> <p>EYFS assembly</p> <p>Kindness tree</p> <p>Offer calm and considered support for children as they experience conflict with their peers.</p> <p>Model key skills of empathy, negotiation, compromise and positive assertion</p> | <p>I can talk about what I am good at</p> <p>I am confident to speak to my peers</p> <p>I can share my opinion.</p> <p>I can ask questions of others.</p> <p>I can listen to what others have to say and I am beginning to give an appropriate response.</p> <p>I am beginning to undo and fasten my own buttons.</p> <p>I can follow Nursery routine independently</p> <p>I understand behavioural rules in Nursery and know why they are important</p> <p><u>Daily opportunities for key learning:</u></p> <p>Transition to Reception</p> <p>Circle time / ring games /team games</p> <p>Show &Tell</p> |
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| | <p>where young children feel able to express their emotions.</p> <p>Model caring responses and comforting or helping behaviours in your interactions.</p> <p>Teach children a simple way to put coat on</p> <p>Building independence in self care activities e.g washing and drying hands, taking off and putting on coats /shoes</p> <p>Supporting children to manage self care into smaller steps -Top tips for washing hands /Top tips for snack time</p> <p>Supporting children to change into wellies when going outside.</p> | <p>All about me books /Family photos</p> <p>Family celebrations e.g. birthdays, Christmas, Diwali</p> <p>Show & Tell</p> <p>Special helpers</p> <p>WOW moments</p> <p>EYFS assembly</p> <p>Kindness tree</p> | <p>a range of emotions e.g We're going on a bear hunt.</p> <p>Building independence in self care activities e.g washing and drying hands, taking off and putting on coats /shoes</p> | <p>Model key skills of empathy, negotiation, compromise and positive assertion when playing with children.</p> <p>Provide positive feedback during play, noticing and acknowledging children's thoughtfulness towards each other.</p> | <p>when playing with children.</p> | <p>Special helpers</p> <p>WOW moments</p> <p>EYFS assembly</p> <p>Kindness tree</p> <p>Teddy bear's picnic - end of the year celebration</p> <p>Learning about healthy choices in regards to diet, exercise and oral hygiene .</p> |
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| Specific | AUTUMN | | SPRING | | SUMMER | |
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| Phonics | <p>Learning how to sit and listen</p> <p>Good listening skills</p> | <p>Phase 1 activities</p> <p>Phase 1 aspect 1 - environmental sounds</p> | <p>Phase 1 activities</p> <p>Phase 1 aspect 1 - environmental sounds</p> | <p>Phase 1 activities</p> <p>Phase 1 aspect 3- body percussion</p> | <p>Phase 1 activities</p> <p>Phase 1 aspect 5 - alliteration</p> | <p>Phase 1 activities</p> <p>Phase 1 aspect 7-oral blending and</p> |

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| | Songs and nursery rhymes Listening and attention activities | Learning how to listen attentively Songs and nursery rhymes Listening and attention activities | Phase 1 aspect 2 - instrumental sound | Phase 1 aspect 4 - rhythm and rhyme | Phase 1 aspect 6 - voice sounds | segmenting (more focus on oral segmenting in readiness for Reception) |
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| <p>Literacy</p> | <p>Core nursery rhymes 1. Hello ,how are you? 2. Incy Wincy Spider 3. Twinkle twinkle little star 4. Baa baa black sheep 5. Miss Polly had a dolly 6. Humpty Dumpty</p> <p>Core books 1. Dear Zoo 2. Brown bear, brown bear 3. We're going on a bear hunt</p> <p>Sequence of learning I can listen to and join in with stories and poems. I can recognise my name card with my photo (self-registration)</p> <p><u>Daily opportunities for key learning:</u></p> | <p>Core nursery rhymes 1. Once I caught a fish alive 2. Jack and Jill 3. Wind the bobbin up 4. Pat a cake 5. Five little ducks 6. Open shut them</p> <p>Core books 1. Walking through the jungle 2. Whatever next ! 3. The tiger who came to tea</p> <p>Sequence of learning I can joins in with repeated refrains and phrases from rhymes and stories -self registration (name card with a child's photo)</p> | <p>Core nursery rhymes 1. The wheels on the bus 2. Five currant buns 3. Five little men in a flying saucer 4. Row row your boat 5. Walking through the jungle</p> <p>Core books 1. Owl babies 2. Peace at last 3. Where is my teddy</p> <p>Sequence of learning I begin to tell my own stories I can re-enact and reinvent stories I have heard in my play Self registration (name card with a child's photo)</p> | <p>Core nursery rhymes 1. Old McDonald 2. Jelly on a plate 3. Five little speckled frogs 4. Little Miss Muffet 5. Five little monkeys</p> <p>Core books 1. Wow! said the owl 2. The three little pigs 3. Elmer 4. Hairy McClary</p> <p>Sequence of learning I can talk about events and characters in stories. -self registration (name card with a child's photo)</p> | <p>Core nursery rhymes 1. A sailor went to sea 2. Mary had a little lamb 3. I had a little turtle 4. Old grand Duke of York 5. Here we go round the Mulberry bush</p> <p>Core books 1. Not now Bernard ! 2. Gruffalo 3. Goldilocks and the three bears 4. Jasper's beanstalk</p> <p>Sequence of learning I can use vocabulary influenced by my experiences of reading I can show awareness of rhyme and alliteration -self registration (name card</p> | <p>Core nursery rhymes 1. One ,two buckle my shoe 2. Little Bo Peep 3. Little Arabella Miller 4. Ten green bottles 5. Hickory hickory dock</p> <p>Core books 1. Handa's surprise 2. The very hungry caterpillar 3. Oliver's fruit salad 4. Mr Big</p> <p>Sequence of learning I can follow a story without pictures and props. I can remember and explain key parts of a story including the problem/solution/characters/setting. I can suggest how the story might end I can recognise familiar words and</p> |
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| | <p>Daily story time and rhyme time Art and craft linked to the nursery rhyme of the week small world play linked to favourite books Library books available twice a week A wide range of books available to children during CIL Invite parents / carers to read stories to the children / include EAL parents to read stories in their native languages.</p> | <p>- Sticky name stickers for taking ownership of design and making -Busy fingers activities (pre writing skills) <u>Daily opportunities for key learning:</u> Daily story time and rhyme time Art and craft linked to the nursery rhyme of the week Small world play linked to favourite books Library books available twice a week A wide range of books available to children during CIL Invite parents / carers to read stories to the children / include EAL parents to read stories in their native languages. BookTrust packs delivered to the children and families</p> | <p>-Sticky name stickers for taking ownership of design and making -Busy fingers activities (pre writing skills) <u>Daily opportunities for key learning:</u> Daily story time and rhyme time Art and craft linked to the nursery rhyme of the week Small world play linked to favourite books Library books available twice a week A wide range of books available to children during CIL Invite parents / carers to read stories to the children / include EAL parents to read stories in their native languages. BookTrust packs delivered to the children and families</p> | <p>-Sticky name stickers for taking ownership of design and making --Busy fingers activities (pre writing skills) <u>Daily opportunities for key learning:</u> Daily story time and rhyme time Art and craft linked to the nursery rhyme of the week Small world play linked to favourite books Library books available twice a week A wide range of books available to children during CIL Invite parents / carers to read stories to the children / include EAL parents to read stories in their native languages. BookTrust packs delivered to the children and families</p> | <p>-Sticky name stickers for taking ownership of design and making --Busy fingers activities (pre writing skills) <u>Daily opportunities for key learning:</u> Daily story time and rhyme time Art and craft linked to the nursery rhyme of the week Small world play linked to favourite books Library books available twice a week A wide range of books available to children during CIL Invite parents / carers to read stories to the children / include EAL parents to read stories in their native languages. BookTrust packs delivered to the children and families</p> | <p>signs such as my own name. I can hear and says the initial sound in words I can begin to segment the sounds in simple words and blend them together (orally) I can continue a rhyming string -self registration (name card) -Sticky name stickers for taking ownership of design and making --Busy fingers activities (pre writing skills) <u>Daily opportunities for key learning:</u> Daily story time and rhyme time Art and craft linked to</p> |
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| | | | | | | <p>the nursery rhyme of the week Small world play linked to favourite books Library books available twice a week A wide range of books available to children during CIL Invite parents / carers to read stories to the children / include EAL parents to read stories in their native languages. BookTrust packs delivered to the children and families Talk for writing Nursery rhymes /simple stories 1.</p> |
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| <p>Maths</p> | <p>Sequence of learning I can use some number names and number language spontaneously I enjoy number rhymes and songs I can recite numbers 1 to 3.</p> <p>Nursery rhymes : 'Once I caught a fish alive' 'Five little ducks' 'Five currant buns' <u>Daily opportunities for key learning:</u> Daily counting experiences of counting in meaningful and varied contexts , outside and indoors e.g. counting fingers , counting cards on a visual timeline, counting children on a carpet, counting sounds and actions etc . Drawing attention to changes in amounts e.g. by adding more bricks or eating things up . e.g snack time Solve real world mathematical</p> | <p>Sequence of learning I can recite numbers to 5. I can recognise a set of one object I can link numeral(one to three)to amount I can show finger numbers up to three - I can talk about and identify different patterns around them e.g. stripes on clothes , patterns on wallpaper,and use informal language to describe it e.g. round , pointy</p> <p><u>Daily opportunities for key learning:</u> Provide patterned material and small objects to arrange in patterns . Use informal language like 'pointy, spotty' and 'blobs' -Extend and create ABAB patterns - stick, leaf, stick, leaf</p> | <p>Sequence of learning I can say one number per each item in order up to 5 (one to one correspondence to five) -I can subitise up to 2 -I can show finger numbers up to 4 -I can use language such as 'more than' , 'fewer than' to compare quantities -I can link numeral 4 to quantity -I know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle) I can create and extend repeating ABAB patterns I can notice and correct an error in a repeating pattern I can construct using a variety of shapes and equipment</p> <p><u>Daily opportunities for key learning:</u> Regularly say the counting sequence , in a variety of playful</p> | <p>Sequence of learning I can select shapes appropriately for task I can talk about and explore 2D and 3D shapes using mathematical and informal language such as ;corners, sides, round , flat. I can show an understanding of simple positional language e.g. under , on top,inside I can make comparisons between objects relating to size, length,height</p> <p><u>Daily opportunities for key learning:</u> Encourage children to freely play with blocks, shapes , shape puzzles and shape-sorters. Encourage children to talk informally about shape properties using words such as 'sharp corners' , 'pointy' or 'curvy'.</p> | <p>Sequence of learning I can subitise to 3 -I can show finger numbers up to 5 I can link numeral five to quantity I can combine shapes to make new one I can make comparisons between objects relating to size, length, weight, and capacity I can experiment with representing numerals up to 5</p> <p><u>Daily opportunities for key learning:</u> Provide experiences of size changes e.g. making larger puddles, stretching the playdough / elastic. Provide a variety of construction materials .Talk about the shapes of bricks / blocks and how they suit the purpose. Provide den making materials</p> | <p>Sequence of learning I can recognise numbers 1 to 5 I can link numerals to amounts ,up to 5 I can use positional language such as 'in front of' , 'behind' I can describe a familiar route using words such as in front of and behind I can solve real world mathematical problems with numbers up to 5 I begin to describe a sequence of events,real or fictional using words such as 'first' , 'then'. - <u>Daily opportunities for key learning:</u> Discuss position in real context eg hide under the table , sweep the leaves off a path Use positional language in play with the children Take children out to the park / meadow / big playground :recall the route and the</p> |
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| | <p>problems.g helping at lunch time / snack time/breakfast - counting chairs , bowls , spoons , lunch boxes etc.</p> | <p>-Use words such as 'repeated' and 'the same'</p> <p>Wear a pattern day - children come to school wearing one patterned item of clothing .</p> <p>-Provide a range of natural resources and everyday objects for children to play freely and to make patterns .</p> <p>-Provide inset puzzles and jigsaws at different levels of difficulty</p> | <p>contexts for example :hide and seek, rocket-launch countdown</p> <p>Learning environment supports counting and subitising skills e.g. labelled pots with a certain number of pencils , pens etc.</p> <p>Draw children's attention to differences and changes in amounts e.g. number rhymes or stories .</p> <p>-Encourage children to make movements and music patterns such as clap, stamp , clap.</p> | | <p>Superheroes day - dressing up day / obstacle course - using positional language to complete the obstacle course fundraising event</p> | <p>order of things seen on the way</p> <p>Read stories about journeys e.g. Rosie's walk</p> <p>Set up obstacle courses in the outdoor area .Ask children to describe the route and give directions to each other.</p> <p>Talk about patterns of events in cooking , gardening ,getting dressed.</p> <p>Daily subitising</p> |
| <p>Understanding of the world</p> | <p>Sequence of learning I can notice things in my environment I can notice differences between people I can point to things I see</p> | <p>Sequence of learning I can talk about what I hear, see and smell I can show an interest in celebrations</p> | <p>Sequence of learning I can ask questions about things I see I can recognise special helpers in my community. I show interest in different occupations.</p> | <p>Sequence of learning I can begin to recognise and talk about changes in seasons I can talk about important times for my family</p> | <p>Sequence of learning I can begin to understand how things grow I can show care and concern about living things and the world around me.</p> | <p>Sequence of learning I can begin to explore the local environment I can talk about my home environment I can talk about where I live</p> |

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| | <p>I can talk about important times for me (my family , my birthday)</p> <p>Learning rules and routines</p> <p>-Colour monster feelings</p> <p>Fire safety</p> <p>-getting to know each other</p> <p>-Autumn season,going on a nature walk</p> <p>-healthy eating/trying new food</p> <p>-sharing and taking turns</p> <p>- My family</p> <p><u>Daily opportunities for key learning:</u></p> <p>Using senses to explore natural resources (indoor and outdoor)and talk about what they can see</p> <p>Visits to the meadow</p> <p>Walk around the school</p> <p>Engage in role play and imaginary play</p> | <p>I can have a sense of own immediate family and relations and pets</p> <p>I can talk about my experiences from outside of school</p> <p>I can explore and talk about different forces I can feel e.g. push/pull,stretching</p> <p>.</p> <p><u>Daily opportunities for key learning:</u></p> <p>Family photos</p> <p>All about my family</p> <p>Family celebrations e.g birthdays</p> <p>Other festivals and celebrations :</p> <p>Halloween (31st Oct)</p> <p>Bonfire night (5th November)</p> <p>Diwali festival (12th November)</p> <p>Hanukkah- 7th Dec</p> <p>Christmas 25th Dec</p> | <p>I can talk about the differences between materials and how they change e.g. melting freezing</p> <p><u>Daily opportunities for key learning:</u></p> <p>Chinese New Year (10th Feb))</p> <p>Holi Festival (24th March)</p> <p>Winter walk</p> <p>Learn about and develop positive attitude about the difference between people</p> <p>Explore different materials and changes e.g floating -sinking , melting - freezing , light and shadows, heating - cooling</p> <p>Share rhymes, books and stories from many cultures, sometimes using languages other than English, particularly where children are learning English as an additional language</p> <p>-Weekly greetings in different languages</p> | <p>I can begin to understand how things grow</p> <p><u>Daily opportunities for key learning:</u></p> <p>Easter -31st March</p> <p>Ramadan- 10th March-9thApril</p> <p>Spring walk</p> <p>Show interest in different occupations</p> <p>School visits e.g fire brigade, school nurse, a veterinary nurse, a police officer etc.</p> <p>Invite parents and members of wider communities to story-telling opportunities.</p> | <p>I can recognise and talk about things I celebrate</p> <p>I know that there are different countries in the world and I can talk about the differences I have experienced or seen in the photos</p> <p><u>Daily opportunities for key learning:</u></p> <p>Learn about different countries and talk about the differences they have seen in photos or have experienced</p> <p>Encourage children to talk about their own home and community life, and to find out about other children's experiences.</p> <p>Exploring and talking about different forces e.g. pulling -pushing , magnetic - non</p> | <p>I can take part in whole school and community celebrations e.g. sports day</p> <p>I know that there are different countries in the world and I can talk about the differences I have experienced or seen in the photos</p> <p><u>Daily opportunities for key learning:</u></p> <p>Explore how things work</p> <p>Growing and change</p> <p>A life cycle of a plant and an animal</p> <p>Minibeast hunt</p> <p>Live caterpillars</p> <p>Planting a beanstalk / tomatoes / potatoes / summer flowers</p> <p>Bring a baby photo to school</p> <p>Baby photos display</p> <p>Invite a parent with a</p> |
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| | <p>scenarios and model listening behaviours. Planting daffodils bulbs in the garden Cooking sessions Circle games Harvest festival Oct</p> | | <p>around the world (continued until end of Summer 2)</p> | | <p>magnetic , bending, stretching</p> | <p>baby to school Show care and respect for the natural environment and all living things</p> |
| <p>Expressive art and design</p> | <p>Sequence of learning I can take part in simple pretend play I enjoy playing with small world toys such as animals , dolls houses. I can explore different textures I can explore and use blocks and construction kits to build and balance I can express ideas and feeling through mark making I can give a meaning to the marks I make</p> | <p>Sequence of learning I can explore different materials freely and independently I can xplore colour and colour mixing I remember and sing entire song I can explore a wide range of musical instruments I can listen with increased attention to sounds <u>Daily opportunities for key learning:</u> Music area - indoors and outside Explore making sounds / noises using</p> | <p>Sequence of learning I can create simple representations of people and objects by creating enclosed shapes with continuous lines I can choose different materials independently and decide how to use them <u>Daily opportunities for key learning:</u> Observational drawings Provide appropriate tools and joining methods.</p> | <p>Sequence of learning I can show different emotions in my drawing and paintings such as happiness , sadness I can sing the pitch of a tone sung by another person ('pitch match') I can draw with increasing complexity and adds details to my work <u>Daily opportunities for key learning:</u> Play, share and perform a wide range of music and songs from different cultures</p> | <p>Sequence of learning I can use drawing to represent ideas like movement and loud noises. <u>Daily opportunities for key learning:</u> Introduce children to a work of famous artists . Listen to a wide variety of music and songs from different countries and cultures for children to express their feelings and thoughts</p> | <p>Sequence of learning I can play instruments with increasing control to express my emotions and feelings I can create my own songs or improvise a song around one they know I can draw with increasing complexity and add details to my work <u>Daily opportunities for key learning:</u> Encourage children to experiment with different ways of playing the instruments Clap and tap to the beat of the music and encourage children to do it .</p> |

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| | <p><u>Daily opportunities for key learning:</u> Provide a wide range of materials with different texture Encourage children to explore materials / resources Provide lots of open-ended and flexible resources for children's imaginative play.</p> | <p>everyday objects Colour mixing activities Sound matching games , listening games and activities</p> | | <p>Introduce children to the work of artists from across times and cultures. Play sound matching games</p> | | |
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