



# **EARLY YEARS CURRICULUM**

## **Our Vision**

Browney Academy aims to provide a creative, inclusive, challenging and real-world curriculum that inspires future thinkers, innovators and problem solvers in an immersive environment that stimulates and supports high quality learning. To ensure that all learners exceed their potential academically, socially, emotionally and spiritually with their families, in their communities as in the wider world ensuring that they become ambitious lifelong learners.

### **Principles and Purpose**

A child's 'Learning Journey' begins in Early Years. Early Years is the bedrock of all learning and is a critical stage of our children's development. We believe that the Early Years Foundation Stage is crucial in securing solid foundations that children are going to continue to build upon. It is our intent that the children who enter our EYFS develop physically, verbally, cognitively and emotionally whilst embedding a positive attitude to school and learning.

### **Aims**

In Early Years our pupils will:

- develop language acquisition and expand their vocabulary in order to become confident and effective communicators.
- extend their understanding in personal, social and emotional development in order to become resilient and self-assured learners.
- be taught how to manage their feelings and behaviour in a range of situations.
- develop their knowledge in early literacy and mathematics.
- acquire a range of physical key skills including: rolling, bowling, throwing, catching, fine and gross motor control.
- acquire a range of artistic key skills including: drawing, painting, collage, sculpture, textiles, printing.
- explore the world around them and deepen their understanding of living things and the environment.
- experience a curriculum immersed in story and literature.
- begin to transfer their learning (taught skills) into the wider environment especially the outdoors and become competent problem solvers.
- talk about features of their own immediate environment and how they might vary from other environments.
- gain knowledge about past and present events in their own lives and of family members.

## **Our approach:**

The Early Years curriculum is delivered through:

- Well planned and purposeful play-based activities
- Teacher directed lessons and learning activities
- Child led activities
- Opportunities for exploration, choice and decision making by the children
- Well-resourced indoor and outdoor environments

The Early Years Teaching ensures that children are equipped with a range of knowledge, skills and experiences that provide the right foundation for good progress through school and life by:

- Creating and maintaining an exciting and stimulating learning environment
- Ensuring that each child's education has continuity and progression

- Enabling all children to contribute positively within a culturally diverse society
- Promoting challenge, innovation and entrepreneurialism
- Allowing for opportunities to learn in different environments.

### **Our School Context:**

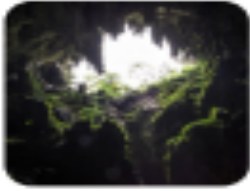





We have prioritised four areas which encompass our curriculum design with the intent that children are confident in working with others, have high aspirations of themselves, live healthy lifestyles (both physically and mentally), be moral, hardworking, respectful citizens who make a positive difference to their families, friends and their community.

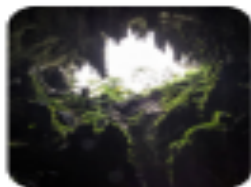



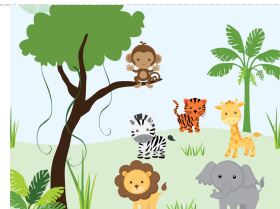

- Aspirations
- Health and well-being
- Oracy
- Community

Our rich and engaging curriculum provides experiences in a range of contexts. This includes those activities and learning experiences that take place outside of the classroom. We have strong partnerships with external providers and welcome parents and carers to take part in children's learning experiences. We hold specialist curriculum days or weeks and utilise experiences, resources and facilities within trust schools.

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## Reception Curriculum Overview

Maths						
	Let's Explore!	Marvellous Machines	Long Ago	Ready Steady Grow	Animal Safari	On the Beach
Maths (Number)	<p>Matching / sorting Looking for attributes which are the same Sorting a variety of objects and giving reasons for sorting Number and place value (Numbers to 5/ subitising) Addition and subtraction (sorting into groups)</p> <p>Number and Place Value (Comparing Groups – quantities of identical objects / not identical objects)</p> <p>Addition and subtraction (Change within 5 - one more / one less)</p>		<p>Addition and subtraction (number bonds to 5) Number and place value (Counting to 10) Understand the 'one more than/one less than' relationship between consecutive numbers.</p> <p>Explore the composition of numbers to 10.</p> <p>Addition to 10 (Combining two groups to find a whole, number bonds to 10 – using tens frame / part-part whole model) Exploring patterns- making simple patterns/ exploring more complex patterns)</p>		<p>Consolidation Counting beyond 10 Comparing numbers up to 10 Subitising up to 5 Number bonds to 10 Introducing adding / subtracting Patterns of number doubling even and odd sharing and grouping Patterns and relationships Addition and subtraction (Addition by counting on, subtracting by counting back) Counting to 20 Multiplication and Division numerical patterns – doubling, halving and sharing, odds and evens</p>	
Maths (Shape and Space, measure, position)	<p>Shape and Space (2D and 3D shapes) Measurement (Time – My day) Compare length, weight and capacity.</p>		<p>Measurement (Time – My day) Compare length, weight and capacity.</p>		<p>Geometry (Exploring patterns- making simple patterns/ exploring more complex patterns) Measurement (Length, height, distance, weight, capacity)</p>	
Exceeding expectations / Y1 Ready	<p>Number</p> <p>Have a deep understanding of number to 10, including the composition of each number.</p> <p>Subitise (recognise quantities without counting) up to 5.</p> <p>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</p>		<p>Numerical patterns</p> <p>Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity`.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</p>		<p>Problem Solving Select the appropriate apparatus with increasing independence, use maths as an integral part of activities, begin to identify deliberate mistakes, Communicating Discuss the strategies they have used, be able to write one number per box when recording Reasoning Draw simple conclusions from their work and describe how and why they have completed a task, recognise and use a simple pattern or relationship.</p>	

English						
	Let's Explore!	Marvellous Machines	Long Ago	Ready Steady Grow	Animal Safari	On the Beach
Speaking	<p>Begin to use longer sentences, sometimes using and because.</p> <p>Talk about something that has happened yesterday</p> <p>Ask lots of questions and answer questions.</p> <p>Talk about what they are doing now and what might happen later or tomorrow.</p> <p>Sometimes I can make myself really clear when I am trying to tell you something.</p> <p>Retell a story</p> <p>Use lots of new vocabulary about things that interest me.</p> <p>Pretend about things I am doing and describe what I am doing.</p>		<p>Use a range of vocabulary to tell you about something I have made or done.</p> <p>Use new words whilst I'm playing.</p> <p>Pretends to be different people with appropriate dialogue.</p> <p>Use words such as first, next, last when they tell you what they have done.</p> <p>Make up stories using what I know.</p> <p>Make up silly rhymes.</p> <p>Use alliteration (simple)</p> <p>Use different voices when telling stories.</p>		<p>Participate in small group, class and 1 to 1 discussions offering their own ideas, using new vocabulary.</p> <p>Offer explanations for why things might happen, making use of new vocabulary from stories, nonfiction, rhymes and poems where appropriate</p> <p>Express their ideas 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.</p> <p><i>Being Imaginative and expressive – Links to speaking ELG</i></p> <p><i>Invent, adapt and recount narratives and stores with their teacher and peers.</i></p> <p><i>Perform songs, rhymes, poems and stories with others.</i></p>	
Language / speech development / provision	<ul style="list-style-type: none"><li>• New vocabulary; introduced through stories</li><li>• ‘Words of the week’ – new vocab displayed around book of the week with a pictorial prompt, children will find examples from around the environment and make a collection.</li><li>• Role play – life area / themed role play and puppet theatre for retelling. (Modelled, self-initiated and supported)</li><li>• Conversations modelled. Children’s sentences copied back to them including more / a higher level of vocabulary.</li><li>• Small group conversations with peers and teacher</li><li>• Development of full sentence use (modelled and MTYT strategy)</li><li>• Snack time used for language development of manners / full sentences / peer questioning</li><li>• Ten second rule used by all staff allowing children an appropriate thinking and response time to questions.</li><li>• Non-verbal communication cards for behaviour expectations.</li><li>• Listening, attention and social communication skills</li><li>• Weekly ‘Show and Tell’ sessions to encourage speaking in a group and being able to ask questions of others</li></ul>					
More able children / Y1 ready	<ul style="list-style-type: none"><li>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li><li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li><li>• Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions.</li><li>• Concentrate on the person they are talking to.</li><li>• Talk through a series of steps</li><li>• Demonstrate their ability to answer questions. Respond back to a greeting Use adult names correctly when responding</li></ul>					







Language / speech development provision	<ul style="list-style-type: none"> <li>• New vocabulary; introduced through stories</li> <li>• Word of the week</li> <li>• 'Words in Action' – new vocab displayed around book of the week with a pictorial prompt, children will find examples from around the environment and make a collection.</li> <li>• Role play – life area / themed role play and puppet theatre for retelling. (Modelled, self-initiated and supported)</li> <li>• Conversations modelled. Children's sentences copied back to them including more / a higher level of vocabulary.</li> <li>• Small group conversations with peers and teacher</li> <li>• Development of full sentence use (modelled and MTYT strategy)</li> <li>• Ten second rule used by all staff allowing children an appropriate thinking and response time to questions.</li> </ul>					
Phonics	<p>Phase 2 – teaching sets, practising letter recognition (for reading) and recall (for spelling), teach blending and/or segmentation with letters, teach one or two tricky words</p> <p>RWInc - Speed Sound Lessons Teach Set 1 Sounds Teach Word Time 1.1– 1.4 words – learning to blend Spell using Fred Fingers Fred Talk. Teach gaps in Set 1 single-sounds Read some Set 1 single-letter sounds Blend sounds into words orally.</p>	<p>Phase 2 - Practising oral blending and segmentation, teaching and practising blending for reading VC and CVC words, Teaching and practising segmenting VC and CVC words for spelling</p> <p>RWInc Speed sound lessons Read all Set 1 single-letter sounds speedily Read Word Time 1.1-1.5 words with Fred Talk</p>	<p>Phase 2 - Practising oral blending and segmentation, teaching and practising blending for reading VC and CVC words, Teaching and practising segmenting VC and CVC words for spelling. Practising reading and writing captions and sentences.</p> <p>RWI – Teach Set 1 Special Friends Teach Word Time 1.5-1.6 Review Word Time 1.1-1.4 Nonsense words (3 sound words) Spell using Fred Fingers. Read all Set 1 Sounds speedily, including Special Friends Read Word Time 1.6 words with Fred Talk Read 3 sound nonsense words with Fred Talk.</p>	<p>Phase 2 - Practising oral blending and segmentation, teaching and practising blending for reading VC and CVC words, Teaching and practising segmenting VC and CVC words for spelling, teaching and practising high-frequency (common) words, Introducing two-syllable words for reading. Practising reading and writing captions and sentences.</p> <p>RWInc - Ditty Speed Sound Lesson Quickly review Set 1 Sounds (reading) Teach Word Time 1.6-1.7 (4 and 5 sound words) Review Word Time 1.1-1.5 Nonsense words (3 and 4 sound words) Spell using Fred fingers. Read Word Time 1.6-1.7 (4 and 5 sounds) Phonics Green Words with Fred Talk Read 3 and 4 sounds nonsense words with Fred Talk.</p>	<p>Phase 3 - Introducing and teaching two-letter and three-letter GPCs, Practising grapheme recognition (for reading) and recall (for spelling), Practising blending for reading, Practising segmentation for spelling, Teaching and practising high-frequency (common) words, Teaching reading and spelling two-syllable words, Practising reading and writing captions and sentences.</p> <p>RWInc - Set 2 Speed Sound Lesson Teach Set 2 Sounds and corresponding Phonics Green Words Review Set 1 and previously taught Set 2 Phonics Green Words Nonsense words Spell using Fred Fingers. Read the first six Set 2 Sounds (ay, ee, igh, ow, oo, oo) speedily Read these sounds in Phonics Green and nonsense words with Fred Talk Read Word Time 1.6 and 1.7 speedily.</p>	<p>Phase 3 - Introducing and teaching two-letter and three-letter GPCs, Practising grapheme recognition (for reading) and recall (for spelling), Practising blending for reading, Practising segmentation for spelling, Teaching and practising high-frequency (common) words, Teaching reading and spelling two-syllable words, Practising reading and writing captions and sentences.</p> <p>RWInc -Set 2 Speed Sound Lesson Teach Set 2 Sounds and corresponding Phonics Green Words Review Set 1 and previously taught Set 2 Phonics Green Words Nonsense words Spell using Fred Fingers. Read the first six Set 2 Sounds (ay, ee, igh, ow, oo, oo) speedily Read these sounds in Phonics Green and nonsense words with Fred Talk Read Word Time 1.6 and 1.7 speedily.</p>
Reading Focus	<p>Sings nursery rhymes and songs. Join in with rhymes Recognise alliteration at a basic level. Clap out 2-3 syllables Join in with favourite stories. Predict what will happen next in a story. Know that stories have a beginning, middle and end.</p>		<p>Read individual letters by saying the sounds for them</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p>		<p><b>Comprehension</b> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate key events in stories. Use and understand recently introduced vocabulary during discussion about stories, non fiction, rhymes and poems and</p>	





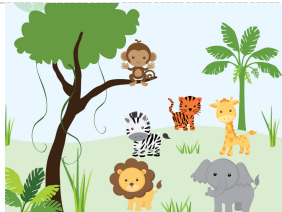

	<p>Listen to stories and talk about them.</p> <p>Discuss the settings and characters as well as the important events in a story.</p> <p>Recognise their own name and words that are important to them such as mam, favourite foods and shops.</p> <p>Hold books the correct way up and treat books carefully.</p> <p>Know that books can give information.</p> <p>Know that the words can tell you information.</p> <p>Identify words that rhyme</p> <p>Hear and say the initial sound in words when a word is said to them.</p> <p>Sound out each of the sounds and put them together to read a word.</p>	<p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read short sentences.</p> <p>Use favourite stories to help children create their own stories.</p> <p>Share a range of books, comics, stories, rhymes, poems, fact books, and magazines.</p> <p>Look in books to find information.</p> <p>Read signs.</p> <p>Choose their own books</p> <p>Identify rhyming words.</p>	<p>during role play.</p> <p><b>Word Reading</b></p> <p>Says a sound for each letter in the alphabet for at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonics knowledge, including some common exception words.</p>
More able / Y1 ready	<p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Read words with more than one syllable</p> <p>Describe the main events in a story they have read.</p> <p>Knows how to handle and hold a book, turn pages correctly and knows key parts of the book such as author, cover title, illustrator, contents page.</p> <p>Choose and reads book independently.</p> <p>Decode words using phonics knowledge (Phase 3-4)</p> <p>Reads and understands simple sentences</p> <p>Use expression when reading beginning to address the use of punctuation and changing their voice for dialog</p> <p>Beginning to read nonsense words.</p> <p>Can retell a familiar story with increasing detail and sequence</p> <p>Can make predictions and begin to base these on evidence from the text.</p> <p>Can answer simple questions about the text orally and begin to answer them in shared or independent writing.</p> <p>Introduced to simple dictionaries, sounds and word mats as a tool to support independence</p>		
Whole class reading	<ul style="list-style-type: none"> <li>• Dialogic Reading – a story per week as a focus for language activities with a daily story.</li> <li>• Poems / rhymes / non-fiction and fiction books balanced across the week and used to embed new words.</li> <li>• Daily Storytime (at least two per day on top of the weekly text)</li> <li>• Comprehension via questioning. (Basic VIPERS skills)</li> <li>• Daily RWI sessions</li> </ul>		
Individual reading	<ul style="list-style-type: none"> <li>• Read and Relax area in the Reception environment.</li> <li>• Outdoor read and relax area.</li> <li>• Resources labelled with pictures / words</li> </ul>		
Modelled reading / Parent support	<ul style="list-style-type: none"> <li>• Weekly reading book closely matched to phonic stage.</li> <li>• Read Write Inc Workshop</li> </ul>		
Writing	<p>Sometimes, they can identify what their paintings or drawing mean.</p> <p>When they see writing, they can say what they think it means</p> <p>Make lines and marks with a pencil.</p> <p>Copy some of the letters of their name.</p>	<p>Say what the marks, letters and pictures they make mean.</p> <p>Know that when a word is written down and the letters used make a word I have said.</p> <p>Say each sound in a short word and put them together to say the word.</p> <p>Know the names of the letters of the alphabet.</p> <p>Begin to use letters in writing.</p> <p>Write their own name.</p>	<p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>

			Write labels for role play areas. Write a short caption to record what they have done. Try to write short sentences.			
Writing development	<p>Stories in role play area and in environment</p> <p>Vocabulary-rich environment</p> <p>Talk-rich activities</p> <p>Modelled writing e.g. for days of the week</p> <p>Range of resources to write with</p> <p>Resources to make mini books e.g. paper stapled together, small pictures</p> <p>Opportunities to write on paper and digitally</p> <p>Model how to segment sounds</p> <p>Wide range of role play writing opportunities. Opportunities for drama</p> <p>Sharing writing together</p> <p>Rhythm and rhyme</p> <p>Make links to other areas e.g. in the mud kitchen, children could be encouraged to write a recipe</p> <p>Teacher acts as scribe to model writing</p>					
More able / Y1 ready	<p>Children demonstrate they can:</p> <p>Sit correctly at a table with 4 legs on the floor.</p> <p>hold a pencil in tripod grip.</p> <p>form lower and upper case letters correctly.</p> <p>write some common words correctly. (phase 2 CEW, phase 3 with increasing accuracy)</p> <p>name the letters of the alphabet.</p> <p>use finger space, capital letters and full stops.</p> <p>write for a range of purposes.</p> <p>write 'I' as a capital letter.</p> <p>add 's' to pluralise nouns.</p> <p>Write in the line and use the full width of the page.</p> <p>Hold a sentence and write a sentence from dictation.</p> <p>use some adjectives in their writing.</p> <p>begin to use some conjunctions.</p> <p>Make their writing makes sense.</p>					
Text Stimuli	<p>We're Going on a bear hunt, The way I feel, The Tell Me tree, Mr Grump's outing, Harold and the purple crayon, Helping Ted, Room on a broom</p>	<p>Wheels on the bus, The Train Ride, Machine Poems- Jill Bennett, What, do Machines do all day? Jo Nelson No-Bot, the Robot with No Bottom! by Sue Hendra and Paul Linnet Rosie Revere, Engineer by Andrea Beaty, You Can't Call an Elephant in an Emergency, Harry and the Robots, Winnie's New Computer.</p>	<p>Major Glad, Major Dizzy by Jan Oke, Rosie's Hat by Julia Donaldson, Coming to England by Floella Benjamin,</p>	<p>When I Grow Up, Amazing Science: Plants, Seed to Sunflower, The Butterfly, Eddie's Garden and How to Make things Grow, The Growing Story, Tadpole's Promise, Vegetable Glue, <a href="#">Jack and the Beanstalk</a> by Iona Treahy, <a href="#">Jasper's Beanstalk</a> by Nick Butterworth,</p>	<p>Handa's Surprise, Rumble in the Jungle, We're Going on a Lion Hunt, Meerkat Mail, Things You Might See on an African Safari, Starry Safari</p>	<p>Bright Stanley, Dougla's Deep Sea Diary, Clumsy Crab, Sharing a Shell, My Friend Whale, Commotion in the Ocean, Harris the Hero, Wave, One is a Snail, ten is a Crab, Tiddler</p>



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Science						
	Let's Explore!	Marvellous Machines	Long Ago	Ready Steady Grow	Animal Safari	On the Beach
<p>(The Natural World)</p> <p>Explore the world around them, making observations and drawings of animals and plants</p> <p>Know some similarities and differences between the natural world around them and contracting environments.</p> <p>Understand some important processes and changes in the natural world around them</p>	<p><b>Sound / materials</b></p> <p>Begin to understand the importance of a healthy diet. Understand that we hear sounds with our ears. Identify that sound can be manipulated to make it louder or quieter. Begin to understand that different materials make different sounds. Explore and investigate objects and materials using all senses</p>	<p><b>Forces / magnets</b></p> <p>Different materials have different properties and can be used for different purposes. Observe how different objects behave when forces are applied to them. Talk about the direction and speed an object travels when a force is applied. Begin to identify push and pull forces and begin to use the correct vocabulary for these. Begin to identify that magnets attract some metals and can be of different strengths.</p>	<p><b>Changing states of matter</b></p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>Describe simply how weather changes as the seasons change</p>	<p><b>Life Cycles / habitats / plants</b></p> <p>Make observations of plants. Show care and concern for living things and the environment. Talk about plants. Develop an understanding of growth decay and changes over time. Know about some similarities and differences in relation to living things. Make observations about plants and explains why some things occur/change.</p> <p>Begin to talk about the things that plants need to thrive. Name some common animals and their babies.</p>	<p><b>Animals including humans</b></p> <p>Talk about animals. Demonstrate care and concern for living things. Know about similarities and differences in relation to living things. Make observations about animals and explains why some things occur/change.</p>	<p><b>Materials</b></p> <p><b>Water investigations</b></p> <p>Know about similarities and differences in relation to objects and materials. Observe changes in materials over time. Observe what happens to water when it is poured, sprinkled, mixed, stirred and squirted. Explore and investigate objects and materials using all senses</p>
Working like a scientist.	<p>Make simple records of what I notice (with help where necessary), demonstrate curiosity about how things behave, ask questions about things to test, talk about ideas for testing how things behave, use senses to look closely at how things behave, carry out simple tests with adult support, use simple equipment to observe, talk about what I have done and what I noticed, talk about whether something makes a difference.</p>					

						
	<b>Let's Explore!</b>	<b>Marvellous Machines</b>	<b>Long Ago</b>	<b>Ready Steady Grow</b>	<b>Animal Safari</b>	<b>On the Beach</b>
<b>PSHE/PSD</b>	<p><b><u>Self-Regulation</u></b>  Show an understanding of their feelings and those of others  Begin to regulate behaviour accordingly  Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate  Give focussed attention to what the teacher is saying  Respond appropriately even when engaged in an activity and show the ability to follow instructions involving several ideas or actions.</p> <p><b><u>Managing Self</u></b>  Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge.  Explain the reasons for rules, know right from wrong and try to behave accordingly  Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</p> <p><b><u>Building relationships</u></b>  Work and play cooperatively and take turns with others</p> <p>Form positive attachments and relationships  Show sensitivities to other's needs</p>					
<b>Core Themes (PSHE)</b>	<b>RELATIONSHIPS</b>  <b>Pupils should have the opportunity to learn:</b> <b>EYR1:</b> Which are their special people (family, friends, carers), and what makes them special <b>EYR2:</b> How special people should care for one another. <b>EYR3:</b> How to listen to other people and play and work cooperatively <b>EYR4:</b> Strategies to resolve simple arguments through negotiation <b>EYR5:</b> To recognise how their behaviour affects other people.		<b>HEALTH AND WELLBEING</b>  <b>Pupils should have the opportunity to learn:</b> <b>EYH1:</b> The importance of and how to maintain personal hygiene. <b>EYH2:</b> What constitutes a healthy lifestyle. <b>EYH3:</b> The benefits of exercise, rest, healthy eating and good dental health. <b>EYH4:</b> About growing and changing <b>EYH5:</b> About new opportunities and responsibilities that increasing independence may bring. <b>EYH6:</b> To recognise their shared responsibility for keeping themselves and others safe. <b>EYH7:</b> The names for the main parts of the body and the similarities and differences between boys and girls.		<b>LIVING IN THE WIDER WORLD</b>  <b>Pupils should have the opportunity to learn:</b> <b>EYWW1:</b> That people and other living things have needs and that they have responsibilities to meet them. <b>EYWW2:</b> That they belong to various groups and communities such as family and school. <b>EYWW3:</b> To help construct, and agree to follow, group and class rules and to understand how these rules help them. <b>EYWW4:</b> To consider how they can contribute to the life of the classroom.	

RE	<p>Special People</p> <p>Children to talk about their families and make a button portrait. Invite the head teacher / another teacher from school or a religious leader to come and talk about who is special to them, their beliefs and a little bit about themselves</p>		<p>Special places</p> <p>Take a walk around the whole school building and talk about special places within school. Create a simple cation of their favourite.</p> <p>Visit a place of worship and talk about its features, explore the building.</p> <p>Think about our world being a special place – show lots of photos of fantastic people places etc chn to record their thinking.</p> <p>Work together to create a special area in the outdoor area or enchanted garden – it could be an existing one or creating a new area.</p> <p>Work together to create a special area in the classroom – it could be enhancing an existing one or creating a new area.</p>		<p>Special Times</p> <p>Show the children a range of objects that would give clues to different times of the school day. Discuss why each signifies a special time.</p> <p>Ask children what special times they have at home and record in picture form with simple caption</p> <p>Watch a video about special times and focus on the clothes people wear.</p> <p>Plan and hold a celebration of the children’s choice – it could be a birthday.</p> <p>Hold a special times parent session to share all of the work they have done and share a special time with their family in school.</p>	
RE/ Festival	Hinduism / Diwali	Christianity / Christmas	Sikhism	Christianity /Easter	Judaism	Islam / Buddhism
PE	<p><b>Basic movement and object control</b></p> <p>Coordinate similar objects in a variety of ways</p> <p>Differentiate ways to manoeuvre objects</p>		<p><b>Moving along</b></p> <p>Count and move to beats of 8.</p> <p>Copy and repeat movement patterns.</p> <p>Work as an individual, in partners, and as a group.</p>		<p><b>Rolling and fielding</b></p> <p>Explore balance and managing own body including manipulating small objects.</p> <p>Able to stretch, reach, extend in a variety of ways and positions.</p> <p>Able to control body and perform specific movements on command.</p>	
History Past and Present	<p>Past events in their own / family life (sense of chronology)</p> <p>People who live in Browney now and their roles in the community.</p>		<p>Know how they have grown and changed since they were babies and how life in the past was different from today.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>The past is made of events that have already happened.</p> <p>Memories are things we remember from the past.</p>		<p>Past events in their own / family life – holidays / visits to places (sense of chronology)</p>	

			Historians and archaeologists are people who find out about life long ago.			
<b>Geography</b> (People, Culture and Communities)	Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps. (familiarisation with school grounds, making simple maps of outdoor areas and looking at the features and use of their environment use, using simple geographical vocabulary)	Talk about the different occupations that familiar adults and members of their community have.	Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.  To describe daily weather including sunny, rainy, windy, cloudy, warm or cold. Weather is warmer in the summer with more sunshine and colder in the winter with more snow, hail and rain	Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps. (changes in the school grounds / making simple maps of the school environment)	Know that there are different countries in the world and study contrasting country – Africa (Weather, homes, lifestyle)	Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps. (Link to a contrasting environment and how the beach varies from their immediate environment)
<b>DT</b> Creating with Materials	Explore and create using a wide range of materials and components, including upcycled materials, construction kits, textiles and ingredients.  Vehicles and machines have wheels and axles to help them move.  Explore, build and play with a range of resources and construction kits with wheels and axles.	Children talk about technology which is part of their daily lives and how machines help us. Build and create marvellous machines and share their creations explaining the process they have used.	Explore and create using a wide range of materials and components, including upcycled materials, construction kits, textiles and ingredients. Different materials have different properties and can be used for different purposes.	Share their creations, explaining the process they have used.  Return to and build on their previous learning, refining ideas and developing their ability to represent them  Recognise that it is possible to change and alter their designs and ideas as they are making them  Aspects of designing and making can be compared with others, including inspiration for making a product and the tools and techniques used.  Create collaboratively sharing ideas, resources and skills.	Share their creations explaining the process they have used. (Planning and creating their own safari creatures using reclaimed materials)	
<b>Art</b> Creating with Materials (Linked to topics)	Draw using a range of materials, tools, and techniques, experimenting with colour, design, texture, form and function. Drawing: revising and extending the use of tools,	Paint using a range of materials, tools, and techniques, experimenting with colour, design, texture, form and function. Painting: different textures and colours, colour patterns, mixing	Print using a range of materials, tools, and techniques, experimenting with colour, design, texture, form and function. Printing: bit and little dots, prints that make patterns,	Explore artwork by famous artists and talk about their likes and dislikes.  Safely use and explore a variety of materials, tools and techniques, experimenting with	3D and Mouldable Materials: Filling up given spaces, making 3D shapes with paper, changing and arranging tubes, cutting 3D shapes up and sticking	Textiles: weaving in and out, sewing on bubble wrap, ribbon collages, linking shapes Sand Art – Andy Goldsworthy.

	drawing simple pictures and making marks	colours and shading, drawing with a brush	printing on and off, combing shapes and textures	colour, design, texture, form and function.  Explore, use and refine a variety of artistic effects to express their ideas and feelings.		
<b>Technology</b> (No ELG)	Internet safety Interact with age appropriate software.  Purple Mash activities: PINS all about me, PINS – seasons, 2 publish – making classroom signs.	Interact with age appropriate software.  Purple Mash activities: Slideshow – create photos of transport, draw simple – city map, mash cams – pilot, train driver, race driver, 2design – make transport, Maths City – car race, 2paint project – bus, race car, steam train.	Internet safety Day Interact with age appropriate software. Know how to use things like a digital microspore, cameras on an ipad.  Purple Mash activities: 2go – simple coding, 2create a story, pairs, dinosaur paint projects.	Interact with age appropriate software. Using paint programs to produce a recognisable representation of an object or picture.  Purple Mash activities: Topic pack (PINS), mini beasts garden growing, baby animals, a fishmetic game, mini mash environments, 2 email, 2 respond.	Internet safety Coding with Bee bots? Recognise where technology is used Select the correct technology for their use. Introduction of algorithms as following as set of instructions in the correct order. Using grids as simple coding – moving a toy from one place to another. Purple Mash activities: 2count pictogram, number paint projects, paint projects linked to theme, mash cams, 2beat – explore safari sounds, 2explore – using instruments.	Interact with age appropriate software.  Purple Mash activities: Talking stories – Sally’s seaside, paint projects – beach huts, rockpools, Simple City game, 2 connect – seaside places, 2 create a story – seaside theme, seaside jigsaws.
<b>Music</b> Being Imaginative and Expressive	Sing a range of well known nursery rhymes and songs Performs songs with others. Try to move in time to the music.  Charanga - Me!	Sing a range of well known nursery rhymes and songs Performs songs with others. Try to move in time to the music.  Charanga – My Stories	Sing a range of well known nursery rhymes and songs Performs songs with others. Try to move in time to the music.  Charanga Unit – Everyone!	Sing a range of well known nursery rhymes and songs Performs songs with others. Try to move in time to the music.  Charanga Unit – Our World!	Sing a range of well known nursery rhymes and songs Performs songs with others. Try to move in time to the music.  Charanga -Big Bear Funk (transition unit)	Sing a range of well known nursery rhymes and songs Performs songs with others. Try to move in time to the music.  Charanga Unit -Reflect, rewind, replay
<b>Theme Days</b> (Joint N / R)	Roald Dahl Day British Food Fortnight World Smile Day	Big Schools Garden Watch Children’s Day	Safer internet day Valentines day Mental Health Awareness	Fair Trade Fortnight World Book Day Science week	World environment day / World Oceans Day National Pet Month World Health Day	Children’s Art Day National Insect Week