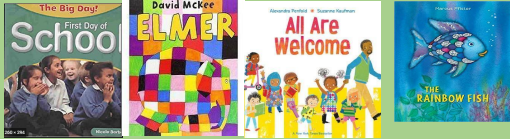






“Everyone valued, everyone challenged, everyone achieving.”

EYFS CURRICULUM Reception						
DRIVERS	WELLBEING		COMMUNICATION	POSSIBILITIES	CULTURE	ENTERPRISE
BIG IDEAS	IDENTITY Identity is who you are. The identity of a person or place is the characteristics that distinguish them from others.	DIVERSITY Diversity is how people, places or things are different from each other. The diversity of something is the fact that it contains many different elements.	SPACE TIME Space and time are interlinked and connect everything in our past, present and future world, universe or creation.	TECHNOLOGY Technology describes the methods, systems and inventions of solving problems using scientific knowledge.	INTERDEPENDENCE Interdependence describes how living and non-living things relate to and depend on one another.	SUSTAINABILITY Sustainability means caring for our planet and using its natural resources to protect the future.
THEMES	Marvellous Me	Let’s Celebrate!	Wonderful Worlds!	Explorers	Ready Steady Grow!	Curious Critters
EVENTS	National Poetry Day Black History Month October National Anti-Bullying Week Remembrance Day World Kindness Day Diwali Guru Nanak		Holocaust Remembrance Day International Mother Language Day (promoting linguistic and cultural diversity) World Book Day World Poetry Day National Science & Engineering Week Safer Internet Day		World Earth Day World Environment Day Children’s Book Week World Refugee Day growing plants Enterprise Week Sports Day	
ENRICHMENT	We enhance learning experiences through unique activities such as Nativity, dinosaur workshops and captivating storytelling sessions. These events contribute to a rich and diverse educational journey for our children, making each celebration a memorable and enjoyable part of their school experience. Furthermore, our students benefit from interactive experiences with the fire brigade and police officers, broadening their knowledge and fostering community engagement.					

Books	<div>Autumn 1</div> <div></div> <div>Autumn 2</div> <div></div>	<div>Spring 1</div> <div></div> <div>Spring 2</div> <div></div>	<div>Summer 1</div> <div></div> <div>Summer 2</div> <div></div>
Characteristics of Effective Learning	<p>Playing and exploring: - Children investigate and experience things and ‘have a go’. Children who actively participate in their own play develop a larger store of information and experiences to draw on, which positively supports their learning.</p> <p>Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners, they are required to take ownership, accept challenges and learn persistence.</p> <p>Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>		

<p>Communication and language (C&L)</p> <p>C&L is developed throughout the year through high-quality interactions, daily group discussions, sharing circles, stories and singing speech and language intervention</p>	<p>Children will:</p> <ul style="list-style-type: none"> • listen in a range of situations and remain on task while taking part in a guided activity; • respond to questions based on a text that has been read; • discuss events in stories and ask questions about these, responding to other children and the adults in the setting; • make predictions about what might happen next in a story, discussing both fiction and non-fiction books; • use new knowledge and vocabulary in conversation and play, showing they understand questions through their talk and actions; • retell a story showing a good understanding; • understand and use a large number of words and new vocabulary in their conversations and during discussions; • talk to clarify their thinking and ideas, speaking in well-formed sentences; • use speech to reason and problem solve; • hold conversations in back-and-forth exchanges with adults and peers; • share experiences from their lives using full sentences, including the use of past, present and future tenses.
<p>Personal, Social and Emotional Dev (PSED)</p> <p>Managing Self Self-regulation</p>	<p>Children will:</p> <ul style="list-style-type: none"> • see themselves as a valuable individual; • build constructive and respectful relationships; • express their feelings and consider the feelings of others; • show resilience and perseverance in the face of challenges; • identify and moderate their feelings socially and emotionally; • think about the perspectives of others; • manage their own needs; • show emotional maturity and resilience; • develop in independence and manage their behaviour in a range of situations in school; • know what makes them happy and do these things; • know what keeps them healthy and will do these things when possible; • be proud of who they are and what they can do, talking about themselves positively;
<p>Physical Dev (PD)</p> <p>Gross motor Weekly PE Lesson, Outdoor activities</p>	<p>Children will:</p> <ul style="list-style-type: none"> • use their core muscle strength to achieve good posture when sitting on the floor or at the table; • begin to safely use tools and equipment; • develop overall body strength, balance, coordination and agility when playing; • move energetically in a range of different ways; • experiment moving in different ways; • develop in ability when dancing to music; • negotiate space successfully and adjust speed and direction; • show increasing control with a ball; • use equipment safely with consideration to others;

	<ul style="list-style-type: none"> • use familiar texts as a model for writing their own stories; • write a character description; • write simple sentences and phrases that others can read with known sound letter correspondences using full stops, capital letters and finger spaces. • write recognisable letters (upper and lower case), most of which are correctly formed; • re-read what they have written to check it makes sense.
Mathematics Maths no problem	Children will: <ul style="list-style-type: none"> • sing counting rhymes and songs; • classify objects based on one attribute; • match and compare equal and unequal sets and objects; • recognise, describe, copy and extend colour and size patterns; • recognise numbers in the environment; • count objects, actions, and sounds; • verbally count beyond 20 • begin to gain understanding of subitising and subitise to 5; • explore the composition of numbers to 10; • recall number bonds to 5 including subtraction facts and some to 10 including double facts • compare numbers; • explore and understand the 'one more/one less than' relationship between consecutive numbers; • explore and represent the patterns within numbers to 10 including odds, evens, double facts and how numbers can be distributed equally; • compare length, weight, and capacity; • select, rotate, and manipulate shapes to develop spatial reasoning skills; • compose and decompose shapes, recognising a shape can have other shapes within it, just as numbers can.
Understanding the world (UW)	Children will: <ul style="list-style-type: none"> • talk about members of their family and their relationship to them, e.g. Mum, Dad; • use the language of time when talking about past and present events in their own lives and in the lives of others, including people they have learnt about through books; • talk about and understand changes in their lifetime and what happens when they get older; • recount an event that has happened; • order experiences that have happened to them and in stories they have read; • know that you can find information from different sources (books, videos, search, internet); • find out about key historical events, why and how we celebrate today (Remembrance Day, Christmas Day, Diwali); • talk about roles people have in society (both in the present and past) and understand the need for these roles; • compare and contrast the past and present; • describe and ask questions about old and new things noticing and talking about similarities and differences independently; • respect special things in their own lives, recognise that people have different beliefs and celebrate special times in different ways; • recognise some environments that are different to the one in which they live; • understand what curiosity is and the importance of asking questions; • use positional language and extend this to using BeeBots or instructing a friend to move; • draw a simple map and listen to stories with maps, recognise some common signs;

	<ul style="list-style-type: none"> • talk about the seasons and have some understanding about the changes that happen in the world; • identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and paper; • begin to understand what 'recycle' means and why we should do it; • describe an animal using some scientific vocabulary; • understand and describe some animal habitats and who lives in them; • discuss human life cycles and how we grow and change – understanding how they have grown and will continue to grow; • name some body parts and discuss how to keep healthy; • name parts of a plant and what it needs to grow as part of their current topic; • grow their plants and look after them; • observe the plants and trees around them and how they change; • understand the effect of changing seasons on the environment around them.
Expressive art and design (EAD)	<p>Children will:</p> <ul style="list-style-type: none"> • learn how to grip a pencil and make marks through a range of shapes, e.g. lines and circles; • convey emotions in their pictures/drawings, e.g. happiness, sadness, etc; • draw with increasing complexity and detail, e.g. adding eyes, nose, and mouth to pictures; • explore a range of colours and how colours can be changed, e.g. colour mixing and textures; • safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; • share their creations, explaining the process they have used; • make use of props and materials when role-playing characters in narratives and stories; • explore printing tools – both natural and man-made, e.g. leaves and earbuds; • develop and understand the use of various tools and materials to join, assemble and build models and 3D work; • Invent, adapt and recount narratives and stories with peers and their teacher; • sing a range of well-known nursery rhymes and songs; • perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with the music; • explore the role play areas within the setting and join in with familiar pretend play; • use available resources to create props to support play; • develop storylines in their pretend play • sing a range of well-known nursery rhymes and songs; • perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.