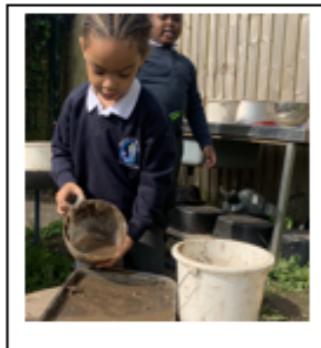


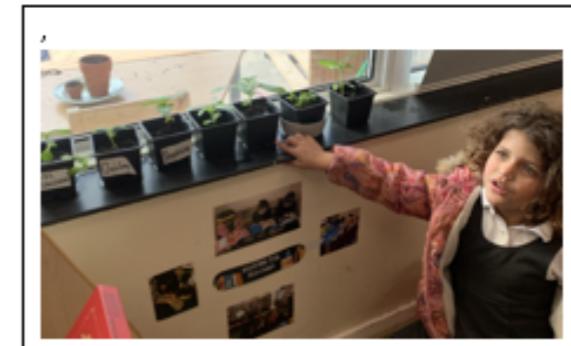
# EYFS CURRICULUM

At Our Lady of Lourdes Catholic Primary School, we value the holistic development of every child, in line with our School Vision and Values. High quality indoor and outdoor provision as well as positive relationships are at the heart of our curriculum, enabling this holistic development. The statutory EYFS framework details three prime areas (the building blocks allowing all other learning to follow) and four specific areas. At Our Lady of Lourdes we have created a curriculum that enables children to flourish in these areas. The use of high quality indoor and outdoor provision allows our children to explore and experiment, developing their resilience and independence. Our curriculum has a strong emphasis on high quality interactions and positive relationships.

With learning tailored to the child's interest and endless opportunity for child-led learning we ignite a love of learning in the children's very first year at school. Something we feel is crucial to their success in their journey of education ahead.



Areas of Learning and Development			
Prime Areas			
Communication and Language	Personal, Social and Emotional Development	Physical Development	
Listening, Attention and Understanding Speaking	Self-Regulation Managing Self Building Relationships	Gross Motor Skills Fine Motor Skills	
Specific Areas			
Literacy	Mathematics	Understanding the World	Expressive art and Design
Comprehension Word Reading Writing	Number Numerical Patterns	Past and Present People culture and Communities The Natural World	Creating with materials Being Imaginative and Expressive



# Early Years Foundation Stage Curriculum

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	New Beginnings	Celebrations around the world	Physical World	Past & Present	Circle of Life	Care for the environment
'Wow' moments / Key Events	Transition Birthdays Harvest Autumn Trail	Remembrance Day Halloween Diwali Eid Guy Fawkes/Bonfire Night Nativity Christmas Santa Visit	Winter Walk Valentines Day Pancake Day Chinese New Year Food tasting – from around the world Trip to the park, library	World Book Day Mother's Day Easter St George's Day Internet Safety Day Easter Egg Hunt Historical Figure	Grimsby Farm visit Caterpillar transformation Growing vegetables Growing plants	Transition Healthy Eating Week World Environment Day Sports Day
Key Texts	The Colour Monster My Monster and Me Elmer Five Minutes Peace Owl Babies I'm Special I'm Me	Funnybones stories Rama and Sita The Jolly Christmas Postman Christmas Stories/Nativity Room on the Broom Samira's Eid	Can't You Sleep Little Bear? What the ladybird heard (Series) Handa's Surprise/Hen	Titch Traditional tales Pirate books How to be a viking	The Very Hungry Caterpillar The Tiny Seed Oliver's Vegetables Jasper's Beanstalk Growing Story	Why should I recycle? Luna Loves Gardening Small steps, Big Change Future Me

# Communication & Language

Children will be taught good listening behaviours throughout the day, such as during carpet times, whole class teaching and assemblies. Learning activities will be planned progressively to increase the amount of time children are expected to remain attentive across all curriculum areas.

<p><b>Listening, attention and understanding</b></p> <p><b>Pupils will:</b></p> <ul style="list-style-type: none"> <li>• Listen to and recognise sounds in the environment</li> <li>• Sustain focus when listening to a story</li> <li>• Listen to and join in with familiar and new nursery rhymes</li> <li>• Listen to other children in their play or in partner work</li> <li>• Listen to a story several times a day</li> <li>• Listen and respond to one step instructions</li> </ul>	<p><b>Listening, attention and understanding</b></p> <p><b>Pupils will:</b></p> <ul style="list-style-type: none"> <li>• Listen and respond to multiple step instructions</li> <li>• Listen to a range of stories and non-fiction texts</li> <li>• Listen to and join in with newly introduced songs. This can be led by the cohort interests and community interests.</li> <li>• Respond with relevant questions or comments to stories they have read or heard</li> </ul>	<p><b>Listening, attention and understanding</b></p> <p><b>Pupils will:</b></p> <ul style="list-style-type: none"> <li>• Make up their own stories with beginning middle and end</li> <li>• Deliver multiple step instructions to other children</li> <li>• Listen to chapter books over a number of days</li> <li>• Make links and connections between things they already know and new learning</li> </ul>
<p><b>Speaking</b></p> <p><b>Pupils will:</b></p> <ul style="list-style-type: none"> <li>• Use a range of words for different things e.g. description of what things look like; where something is.</li> <li>• Communicate own wants and needs.</li> <li>• Refer to something that has happened in the past or is going to happen in the future</li> <li>• Put 4 or 5 words together to make short sentences.</li> <li>• Ask lots of questions.</li> <li>• Have clearer speech. This may still include some immaturities, e.g. finding it difficult to say 'r'.</li> <li>• Listen to and remember simple stories with pictures.</li> <li>• Understand longer instructions.</li> <li>• Understand simple 'who', 'what' and 'where' questions.</li> <li>• Join in with conversation when playing with peers.</li> <li>• Play imaginatively.</li> <li>• Be able to have a conversation.</li> <li>• Recognise others' feelings and begin to show empathy.</li> </ul>	<p><b>Speaking</b></p> <p><b>Pupils will:</b></p> <ul style="list-style-type: none"> <li>• Ask lots of questions using question words.</li> <li>• Be able to answer 'why' questions.</li> <li>• Use longer sentences and link them together simply.</li> <li>• Describe things that have already happened.</li> <li>• Have mostly clear speech.</li> <li>• Listen to longer stories and answer questions about them.</li> <li>• Understand and use colour, number and time related words.</li> <li>• Enjoy and extend make-believe play.</li> <li>• Start to enjoy simple jokes.</li> <li>• Start to be able to make plans for games with others.</li> <li>• Use most speech sounds correctly</li> <li>• Begin to participate in small groups</li> <li>• Use new vocabulary used in drawing club</li> </ul>	<p><b>Speaking</b></p> <p><b>Pupils will:</b></p> <ul style="list-style-type: none"> <li>• Take turns in longer conversations.</li> <li>• Use well-formed sentences.</li> <li>• Using a wide range of words.</li> <li>• Thinking about the meaning of some words.</li> <li>• Be able to re-tell short stories.</li> <li>• Enjoy listening to stories, rhymes and songs and start to make up their own.</li> <li>• Ask relevant questions and make relevant comments.</li> <li>• Understand spoken instructions without stopping what they are doing.</li> <li>• Understand more complicated language, e.g. first, last, might, maybe, above, in-between.</li> <li>• Understand sequencing words.</li> <li>• Take on a range of different roles in imaginative play.</li> <li>• Use talk to help work out problems, organise their thinking and take part in activities.</li> <li>• Participate in whole class discussions</li> <li>• Use the correct tense, making use of conjunctions in their speech</li> </ul>
<p><b>The Poetry Basket</b></p> <p>Chop, chop – a four line poem Pointy Hat – a four line poem Five Little Pumpkins – an eight line poem Wise Old Owl – a four line poem Falling Apples – a four line poem A Basket of Apples – a six line poem Leaves are Falling – an eight line poem Breezy Weather – a four line poem Who Has Seen the Wind? By Christina Rossetti – an eight line poem Cup of Tea – a six line poem</p>	<p><b>The Poetry Basket</b></p> <p>Popcorn – a six line poem A Little House – an eight line poem Pancakes – a six line poem Let's Put on our Mittens – a six line poem I Can Build a Snowman – a four line poem Spring Wind – an eight line poem Furry Furry Squirrel – an eight line poem Hungry Birdies – a four line poem A Little Seed – a six line poem Stepping Stones – a six line poem</p>	<p><b>The Poetry Basket</b></p> <p>I Have a Little Frog – an eight line poem Dance – a four line poem Pitter Patter - a six line poem Sliced Bread – a four line poem A Little Shell – an eight line poem Five Little Peas – a six line poem The Fox – a six line poem Monkey Babies by Irene Rawnsley and John Foster – an eight line poem Thunderstorm – a six line poem Five Little Owls – an eight line poem</p>

**ELG: Listening, Attention and Understanding**

Children at the expected level of development will:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

**ELG: Speaking**

Children at the expected level of development will:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

# Personal, Social & Emotional Development

Children's PSED development is supported by the practitioner's interactions, teaching and learning opportunities throughout the daily routines. Adults are responsive to the PSED needs of the children and respond in the moment.

The school PSHE Curriculum (see curriculum document) details the three year teaching cycle taught through focused lessons in Reception under the following themes:

1. Health and well-being (physical, mental and emotional development)
2. Relationships (Respect, Empathy and family values)
3. Living in the wider world (Citizenship, economic well being and responsibility)
4. Zones of regulation

<b>ELG: Self-Regulation</b> Children at the expected level of development will: <ul style="list-style-type: none"><li>• Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</li><li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li><li>• Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li></ul>	<b>ELG: Managing Self</b> Children at the expected level of development will: <ul style="list-style-type: none"><li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li><li>• Explain the reasons for rules, know right from wrong and try to behave accordingly.</li><li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li></ul>	<b>ELG: Building Relationships</b> Children at the expected level of development will: <ul style="list-style-type: none"><li>• Work and play cooperatively and take turns with others.</li><li>• Form positive attachments to adults and friendships with peers.</li><li>• Show sensitivity to their own and to others' needs</li></ul>
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# Physical Development

One PE lesson each week as well as continuous opportunity for physical development in the indoor and outdoor environment. Activities will be planned weekly within the continuous provision to develop a range of physical skills. A range of tools and materials will be available and varied throughout the year. For example children can develop their risk taking skills through use of equipment in the environment. Fine motor skills and letter formation will be taught daily in phonics with opportunity for rehearsing, practising and refining throughout continuous provision.

## Gross Motor

<b>Children will:</b> <ul style="list-style-type: none"> <li>Move in different ways</li> <li>Navigate and negotiate space and obstacles</li> </ul>	<b>Children will:</b> <ul style="list-style-type: none"> <li>Learn to throw, catch and kick a large and small ball</li> <li>Children will learn to navigate and manoeuvre wheeled resources</li> </ul>	<b>Children will:</b> <ul style="list-style-type: none"> <li>Refine ball skills. Aiming, dribbling, pushing, throwing, patting or kicking.</li> <li>Move to music</li> </ul>	<b>Children will:</b> <ul style="list-style-type: none"> <li>Learn to balance and move across mats and equipment. Spin, rock, tilt, fall, slide and bounce.</li> </ul>	<b>Children will:</b> <ul style="list-style-type: none"> <li>Confidentially move over, under, around small and large equipment</li> <li>Learn the importance of being highly active and getting out of breath several times a day</li> <li>Learn to skip with a rope</li> </ul>	<b>Children will:</b> <ul style="list-style-type: none"> <li>Assess risk to themselves and others of their physical play</li> <li>Engage in team game play with rules</li> </ul>
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## Fine Motor

<b>Children will:</b> <ul style="list-style-type: none"> <li>Learn to draw lines and circles using a range of utensils to identify their dominant hand</li> <li>Children will learn to hold their pencil correctly</li> </ul>	<b>Children will:</b> <ul style="list-style-type: none"> <li>Form taught graphemes correctly</li> <li>writing of their name</li> <li>Thread, cut and weave</li> <li>Fasten buttons and zips</li> </ul>	<b>Children will:</b> <ul style="list-style-type: none"> <li>Form all letters correctly.</li> <li>Handle tools, objects, construction and malleable materials with increasing control.</li> </ul>	<b>Children will:</b> <ul style="list-style-type: none"> <li>Hold pencil effectively and form all letters and numbers correctly.</li> <li>Children will write CVC words independently.</li> <li>Use a range of materials and tools for a purpose.</li> </ul>	<b>Children will:</b> <ul style="list-style-type: none"> <li>Cut along a straight and curved line</li> <li>Draw a detailed observational drawing</li> <li>Use a pencil to write simple sentences</li> </ul>	<b>Children will:</b> <ul style="list-style-type: none"> <li>Learn to tie laces</li> <li>Refine handwriting to ensure letters are of an appropriate size and on the line</li> </ul>
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## ELG

### Gross Motor:

Children at the expected level of development will:

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

## ELG

### Gross Motor:

Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paint brushes and cutlery.
- Begin to show accuracy and care when drawing.

# Literacy - Comprehension

<p><b>Pupils will:</b></p> <ul style="list-style-type: none"> <li>Joining in with rhymes and showing an interest in stories with repeated refrains.</li> <li>Having a favourite story/rhyme.</li> <li>Sequencing familiar stories through the use of pictures to tell the story.</li> <li>Engage in extended conversations about stories, learning new vocabulary.</li> </ul>	<p><b>Pupils will:</b></p> <ul style="list-style-type: none"> <li>Retell stories related to events through acting/role play.</li> <li>Retelling stories using images / apps.</li> <li>Editing of story maps and orally retelling new stories.</li> <li>Sequence story – use vocabulary of beginning, middle and end.</li> <li>Enjoys an increasing range of books.</li> </ul>	<p><b>Pupils will:</b></p> <ul style="list-style-type: none"> <li><b>Retelling stories with the recently introduced vocabulary.</b></li> <li>Making up stories with themselves as the main character.</li> <li>Encourage children to record stories through picture drawing/mark making.</li> <li>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</li> <li>Using recently introduced vocabulary during discussions about stories and during role-play.</li> </ul>	<p><b>Pupils will:</b></p> <ul style="list-style-type: none"> <li><b>Building fluency and understanding.</b> Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> <li>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</li> <li>They develop their own narratives and explanations by connecting ideas or events.</li> </ul>	<p><b>Pupils will:</b></p> <ul style="list-style-type: none"> <li><b>Explaining the stories they have listened to or have read themselves.</b> Retell a story with actions and / or picture prompts</li> <li>Use story language</li> <li>Offer alternative endings to stories</li> <li>Make links and connections between different things they read.</li> </ul>	<p><b>Pupils will:</b></p> <ul style="list-style-type: none"> <li><b>Demonstrate understanding of what has been read to them by retelling stories using their own words and recently introduced vocabulary.</b></li> <li>Listen to longer stories, accurately anticipating key events &amp; respond to what they hear with relevant comments, questions and reactions.</li> <li>Make predictions.</li> <li>Be able to read, understand and talk about a range of non-fiction</li> </ul>
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## Drawing Club Focus

Drawing Club takes place daily and all children participate. This includes the teaching of new vocabulary and develops their communication and language skills, comprehension and provides motivation for early writing.

Book - We're going on a Bear Hunt By Michael Rosen	Book – The Christmas Pine By Julia Donaldson	Book - Not Now Bernard By David McKee	Book – The Little Red Hen	Animation - The Magic Roundabout – Bubbles	
Tale - The Three Little Pigs	Tale - Goldilocks	Tale – The Gingerbread Man	Book – The Tiger who came to Tea	Tale – Jack and the Beanstalk/The Three Billy Goats Gruff	
Animation - Roadrunner	Animation - Trapdoor – Breakfast	Book - Penguin By Polly Dunbar	Tale – Hansel and Gretel	Book – Aliens love underpants	
Book - The Colour Monster		Animation - Captain Pugwash – Monster Ahoy	Animation - Willow the Wisp – The thoughts of Moog		

## ELG: Comprehension

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.

- Anticipate – where appropriate – key events in stories.

- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

# Literacy - Word Reading

		Group		In Speed Sounds lessons, teach children to:	To progress into the next group children should be able to:
		Set 1 Sounds Group A	Set 1 Sounds Group B	Read Set 1 single letter sounds Learn to blend: Word Time 1.1 to 1.3 Spell using Fred Fingers	Read 16 or more single-letter sounds speedily
Term 1		Set 1 Sounds Group C	Set 1 Sounds Group B	Read all Set 1 single letter sounds Learn to blend: Word Time 1.1 to 1.4 Spell using Fred Fingers	Read most Set 1 single-letter sounds speedily Blend sounds into words – either orally or using Speed Sounds Cards
		Ditties PCM	Set 1 Sounds Group C	Review all Set 1 single letter sounds speedily (teach any gaps) Blend independently using Phonics Green Word cards: Word Time 1.1 to 1.5 Spell using Fred Fingers	Read all Set 1 single letter sounds speedily Read Word Time 1.1 to 1.5 words with Fred Talk
Term 2		Red Ditty Books	Ditties PCM	Read Set 1 Special Friends Read Word Time 1.6 words (words with Special Friends) Review Word Time 1.1 to 1.5 Read 3-sound nonsense words Spell using Fred Fingers	Read all Set 1 sounds speedily Read Word Time 1.6 words (words with Special Friends) with Fred Talk Read 3-sound nonsense words with Fred Talk
		Green	Red Ditty Books	Review Set 1 sounds speedily Read Word Time 1.7 words (words with double consonants and 4- and 5-sound words) Review Word Time 1.1 to 1.6 Read 3 and 4 sound nonsense words Spell using Fred Fingers	Read all Set 1 sounds speedily including ll, ff, ss, and ck Read Word Time 1.6 and 1.7 words (words with Special Friends; words with double consonants and 4-sound words with Fred Talk) Read 3 and 4 sound nonsense words with Fred Talk
Term 3		Purple	Green	Read Set 2 sounds and matching Phonics Green Words including longer words Review Set 1 Phonics Green Words and previously taught Set 2 Phonics Green Words Read nonsense words Spell using Fred Fingers	Read Word Time 1.6 and 1.7 words Read 4 sound nonsense words with Fred Talk Read previously taught words with Set 1 sounds speedily
			Purple	Read Set 2 sounds and matching Phonics Green Words including longer words Review Set 1 Phonics Green Words and previously taught Set 2 Phonics Green Words Read nonsense words Spell using Fred Fingers Once secure, read Set 3 sounds and matching Phonics Green Words. Continue to spell Set 1 and Set 2 words	Read the first six Set 2 sounds (ay, ee, igh, ow, oo, oo) speedily Read these sounds in real words and nonsense words with Fred Talk Read previously taught words with Set 1 sounds speedily
Term 4					
Term 5					
Term 6					

Taken from RWI

## ELG: Word Reading

Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

# Literacy - Writing

Autumn Term Development of Physical Skills for Writing		Autumn Term Pupils will:	Spring Term Pupils Will:	Summer Term Pupils Will:
<b>Stage 1: Shoulder Pivot</b> 	At this stage in the development, the muscles of their upper body are the most well developed are the neck, chest and back. It is these muscles that have the most strength, so it is these muscles that are used to help the hand to make those first emergent marks.	<ul style="list-style-type: none"> <li>• write the graphemes taught each day during phonics.</li> <li>• write name correctly</li> <li>• make meaningful marks in daily drawing club</li> <li>• Story scribe</li> <li>• Write CVC words.</li> </ul>	<ul style="list-style-type: none"> <li>• Hold and write a sentence</li> <li>• Compose a sentence orally</li> <li>• Transcribe and write CVC words</li> <li>• Develop labels using CVC, CVCC, CCVC words through Guided writing, transcription and drawing club.</li> <li>• Practise correct letter formation for all introduced graphemes</li> <li>• Create own story maps</li> <li>• Create a story board</li> <li>• Write for a purpose in their play</li> <li>• Spell phonetically plausible words</li> <li>• Write a character and setting description</li> </ul>	<ul style="list-style-type: none"> <li>• Write for a purpose</li> <li>• Use full stops, capital letters and finger spaces</li> <li>• Writing simple sentences.</li> <li>• Compose their own caption and sentences</li> <li>• Compose their own simple stories</li> <li>• Correct letter formation</li> <li>• Appropriate letter size</li> <li>• Use familiar texts as a model for writing own stories</li> <li>• Compose three sentences with a beginning, middle and end.</li> </ul>
<b>Stage 2: Elbow Pivot</b> 	When a child becomes more proficient in their elbow pivot, then they begin to use the muscles in their upper and lower arm to swing their arm in and out from their body in a circular action. This is an 'advanced' elbow pivot (think stirring a pot or creating a figure of eight). This significantly increases the range of movement.			
<b>Stage 3: Wrist Pivot</b> 	When a child adopts a digital pronate grip, they bend their wrist to nearly 45 degrees, grip their mark making implement with three fingers and use their first finger to manipulate the end of it.			
<b>Stage 4: Thumb opposition</b> 	This refers to the ability to turn and rotate the thumb so that it can touch each fingertip of the same hand. Start with the palm spread and then get the children to use their thumb to touch each of the fingertips in turn. After each individual touch, always return to a spread palm. When they become proficient at doing each hand individually, then get them to do both hands at the same time.			
<b>Stage 5: Finger isolation</b> 	This is the ability to move each finger one at a time. Infants move all fingers together in unison. As they develop, children learn to move the fingers individually. This ability is very important in the development of fine motor skills. It contributes to developing an efficient pencil grasp, typing on a keyboard, playing musical instruments, tying shoelaces and countless other daily living skills.			
<b>Stage 6: Hand-eye coordination</b> 	The correct term for this is Visual Motor Integration. It is one of the fundamental skills which hold the key to so many of the things that children need to be able to do, not only to become successful mark makers, but to have success in virtually every aspect of their life. It is this ability to control hand movement guided by vision.			

## ELG: Writing

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

# Mathematical Development

Mathematical skills will be developed consistently throughout the year as part of the daily routine for example using a ten frame as a self-check in and timers to support with turn taking, visual timetable and opportunity for mathematical understanding across all areas of learning. Daily maths lessons will include opportunity for children to recite number names in order and count. This will begin with number rhymes and counting to 10. By the summer term this will include children counting in 2s, 5s and 10s. Maths teaching will take place daily. One lesson each week will focus on shape space and measure, opportunity to practise the skills introduced when be provided through the continuous provision. Four lessons will focus on the NECTM programme of study.

<p>Pupils will explore the composition of numbers within 5 and subitise. They will begin to compare sets of objects and use the language of comparison. They will begin to connect quantities to numerals.</p> <p><b>Pupils will:</b></p> <ul style="list-style-type: none"> <li>identify when a set can be subitised and when counting is needed</li> <li>subitise different arrangements, both unstructured and structured, including using the Hungarian number frame</li> <li>make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills</li> <li>spot smaller numbers 'hiding' inside larger numbers connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers</li> <li>hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number</li> <li>develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds</li> <li>begin to develop the language of 'whole' when talking about objects which have parts</li> </ul>	<p>Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5 (10/12). They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will connect quantities to numerals.</p> <p><b>Pupils will:</b></p> <ul style="list-style-type: none"> <li>continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals</li> <li>begin to identify missing parts for numbers within 5 (and beyond)</li> <li>explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame</li> <li>focus on equal and unequal groups when comparing numbers understand that two equal groups can be called a 'double' and connect this to finger patterns</li> <li>sort odd and even numbers according to their 'shape'</li> <li>continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern</li> <li>order numbers and play track games</li> <li>join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers</li> </ul>	<p>Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice. They will accurately record their mathematical learning.</p> <p><b>Pupils will:</b></p> <ul style="list-style-type: none"> <li>continue to develop their counting skills, counting larger sets as well as counting actions and sounds</li> <li>explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame</li> <li>compare quantities and numbers, including sets of objects which have different attributes</li> <li>continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2 <ul style="list-style-type: none"> <li>begin to generalise about 'one more than' and 'one less than' numbers within 10</li> </ul> </li> <li>continue to identify when sets can be subitised and when counting is necessary</li> <li>develop conceptual subitising skills including when using a rekenre</li> </ul>
<p><b>Match, sort and compare</b> <b>Circle, square, rectangle and triangle (2D Shapes)</b></p>	<p><b>Mass and capacity</b> <b>Length, height and time</b></p>	<p><b>3D Shapes</b> <b>Connections and Patterns, Revisit all SSM</b></p>
<p><b>ELG: Number</b></p> <p><b>Children at expected level of development will:</b></p> <ul style="list-style-type: none"> <li>Have a deep understanding of numbers to 10 including the composition of each number</li> <li>Subitise up to 5</li> <li>Automatically recall number bonds to 5 (including subtraction facts) and some number bonds to 10 including double facts.</li> </ul>	<p><b>ELG: Numerical patterns</b></p> <p><b>Children at expected level of development will:</b></p> <ul style="list-style-type: none"> <li>Verbally count beyond 20 recognising the pattern of the counting system</li> <li>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than/less than or the same as the other quantity</li> <li>Explore and represent patterns within numbers up to 10 including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>	

# Understanding the World

Through the teaching of understanding the world children learn all the aspects of history, geography, science, RE, and DT that they will need in KS1.

<p><b>Past &amp; Present</b> Children will:</p> <ul style="list-style-type: none"> <li>• Talk about their families, themselves and how they have changed over time</li> <li>• Learn about celebrations and special days celebrated around the world</li> <li>• Learn about the past through traditional tales</li> </ul>	<p><b>Past &amp; Present</b></p> <ul style="list-style-type: none"> <li>• Learn about a key historical figure           <ul style="list-style-type: none"> <li>• Pirates</li> </ul> </li> <li>• Learn about celebrations and special days celebrated around the world</li> </ul>	<p><b>Past &amp; Present</b></p> <ul style="list-style-type: none"> <li>• Understanding that not everything is renewable and we need to plan for the future</li> <li>• Learn about the past through books</li> <li>• Consider how they've grown through the year</li> </ul>			
<p><b>People, Culture &amp; Communities</b> Children will:</p> <ul style="list-style-type: none"> <li>• Talk about their immediate family and people in their community</li> <li>• Recognise similarities and differences in how different communities celebrate their special events</li> <li>• Discover new school community, environment and expectations</li> </ul>	<p><b>People, Culture &amp; Communities</b></p> <ul style="list-style-type: none"> <li>• Taste foods from around the world (links to Chinese new year, pancake day &amp; Easter)</li> <li>• Visit the local environment and make observations</li> </ul>	<p><b>People, Culture &amp; Communities</b></p> <ul style="list-style-type: none"> <li>• Talk about roles of different jobs and community members           <ul style="list-style-type: none"> <li>• Consider how we all contribute to society</li> </ul> </li> <li>• Describe and represent their immediate environment through pictures and maps</li> </ul>			
<p><b>The Natural World</b> Children will:</p> <ul style="list-style-type: none"> <li>• Learn about autumn and winter. Be able to identify and describe the seasonal changes using all of their senses. Be able to talk about and identify how the weather changes with each season</li> </ul>	<p><b>The Natural World</b> Children will:</p> <ul style="list-style-type: none"> <li>• Explore and visit the local environment</li> <li>• Learn about Winter and Spring. Be able to identify and describe the seasonal changes using all of their senses. Be able to talk about and identify how the weather changes with each season</li> <li>• Learn about changes in state EG water to ice, making toast</li> <li>• Learn to compare their environment to the arctic</li> </ul>	<p><b>The Natural World</b> Children will:</p> <ul style="list-style-type: none"> <li>• Learn about Spring and Summer. Be able to identify and describe the seasonal changes using all of their senses. Be able to talk about and identify how the weather changes with each season</li> <li>• Children will grow and eat vegetables.           <ul style="list-style-type: none"> <li>• Learn about life cycles</li> </ul> </li> <li>• Learn about healthy eating and the importance of exercise</li> </ul>			
<p>RE Scheme <a href="#">Resources – Primary 1</a> <a href="#">Clifton Diocese Schools and Colleges</a> Branch 1 – Creation and Covenant</p>	<p>RE Scheme <a href="#">Resources – Primary 1</a> <a href="#">Clifton Diocese Schools and Colleges</a> Branch 2 – Prophecy &amp; Promise</p>	<p>RE Scheme <a href="#">Resources – Primary 1</a> <a href="#">Clifton Diocese Schools and Colleges</a> Branch 3 - Galilee to Jerusalem</p>	<p>RE Scheme <a href="#">Resources – Primary 1</a> <a href="#">Clifton Diocese Schools and Colleges</a> Branch 4 - Desert to Garden</p>	<p>RE Scheme <a href="#">Resources – Primary 1</a> <a href="#">Clifton Diocese Schools and Colleges</a> Branch 5 - Ends of the Earth</p>	<p>RE Scheme <a href="#">Resources – Primary 1</a> <a href="#">Clifton Diocese Schools and Colleges</a> Branch 6 - Dialogue and Encounter</p>
<p><b>ELG: Past &amp; Present</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society.</li> </ul>	<p><b>ELG: People, Culture &amp; Communities</b> ELG: People, Culture and Communities Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation,</li> </ul>	<p><b>ELG: The Natural World</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> </ul>			

<ul style="list-style-type: none"> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling</li> </ul>	<p>discussion, stories, non-fiction texts and maps.</p> <ul style="list-style-type: none"> <li>• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</li> <li>• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</li> </ul>	<ul style="list-style-type: none"> <li>• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>
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# Expressive Arts & Design

Expressive arts and design will involve some direct teaching sessions but much of the learning will be taught in the moment in the Continuous Provision. We will provide a range of resources in the continuous provision to encourage children to design and create their own pieces. There will be cooking opportunities throughout the year.

Children will: <ul style="list-style-type: none"><li>Learn songs and rhymes linked to key events, celebrations and other learning</li><li>Children will perform the songs and rhymes they learn to each other and to adults</li><li>Engage in a range of role play experiences; home corner, post office, santa's grotto</li><li>Learn how to use a range of materials and tools to explore creating their own images</li><li>Create models using classroom equipment and reclaimed materials</li></ul>	Children will: <ul style="list-style-type: none"><li>Learn songs and rhymes linked to key events, celebrations and other learning</li><li>Children will perform the songs and rhymes they learn to each other and to adults</li><li>Engage in a range of role play experiences; Chinese restaurant, pirate ship, igloo</li><li>Learn about a famous artist from the past (eg Kandinsky) and create in their style</li></ul>	Children will: <ul style="list-style-type: none"><li>Learn songs and rhymes linked to key events, celebrations and other learning</li><li>Children will perform the songs and rhymes they learn to each other and to adults</li><li>Engage in a range of role play experiences; garden centre, recycling centre, hospital/vets</li><li>Make props to retell familiar stories and perform</li><li>Design and make for a purpose</li></ul>
<b>ELG: Creating with Materials</b> Children at the expected level of development will: <ul style="list-style-type: none"><li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li><li>Share their creations, explaining the process they have used.</li><li>Make use of props and materials when role playing characters in narratives and stories.</li></ul>	<b>ELG: Being Imaginative and Expressive</b> Children at the expected level of development will: <ul style="list-style-type: none"><li>Invent, adapt and recount narratives and stories with peers and their teacher.</li><li>Sing a range of well-known nursery rhymes and songs.</li><li>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</li></ul>	