

# Early Years at Claycots

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Claycots Primary School



# Early Years



Townhall Early Years Leader



Britwell Early Years Leader



# The vision for Early Years

At Claycots we are passionate about providing children with a good start in the Early Years so that their journey through our school is easier. We believe that every child can make excellent progress if they are given the right support.

We aim to provide a secure and nurturing environment where children can flourish, gain independence and confidence and learn the skills they need to be successful in Year 1 and beyond.



# Intent

At Claycots we are very proud of our provision in Early Years. All our staff work hard to ensure that they:

- Establish a solid foundation and foster a deep love of learning in our children
- Give each child a happy, positive and enjoyable start to their school life within a safe and secure environment.
- Ensure that children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life
- Ensure quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- Form close working partnerships between staff and parents and/or carers
- Ensure that every child is included and supported through equality of opportunity and anti-discriminatory practice

# Early Years Curriculum

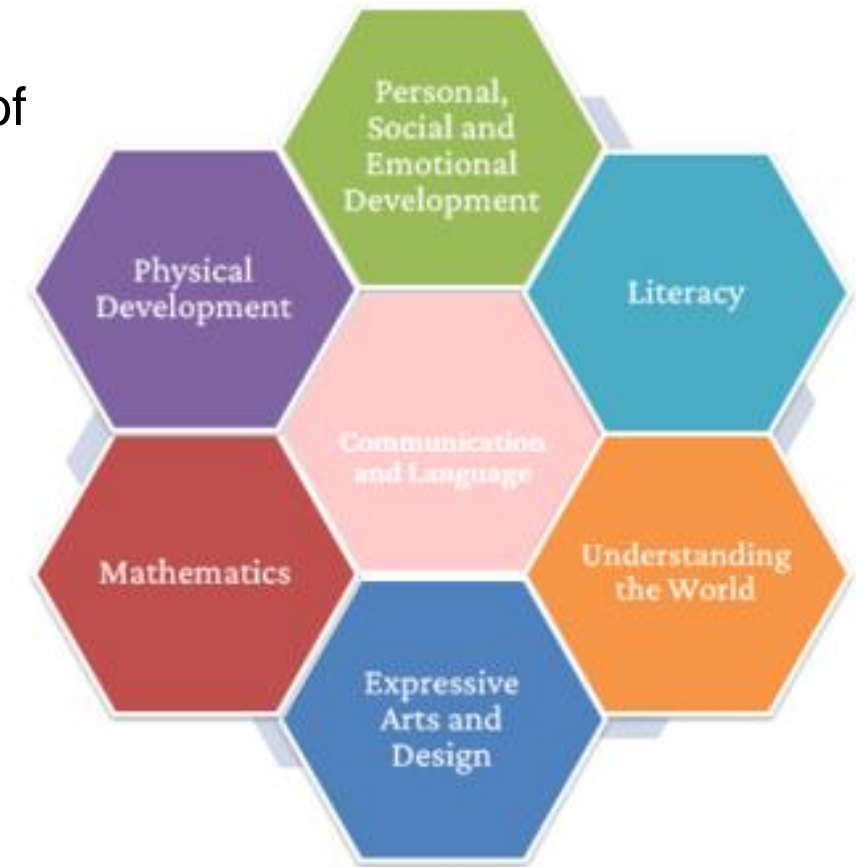
Claycots Primary School follows the Early Years Statutory Framework published by the Department of Education. This framework specifies the requirement for teaching and learning and outlines seven areas of learning and development.

The Prime areas of:

- Communication and Language
- Personal, Social and Emotional Development
- Physical Development

The Specific areas of:

- Literacy
- Mathematics
- Understanding the World
- Expressive art and Design



# Early Years Curriculum

We use the Birth to 5 Matters guidance to support us to plan a curriculum that is engaging for each child. It provides guidance about developmentally appropriate planning based on the age range of the children taught. Guidance is also given on ensuring positive relationships are developed and enabling environments are provided.



# Early Years Curriculum

Supporting children to develop the Characteristics of Effective Learning, a statutory element of the EYFS, is a key part of our Early Years provision.

The three aspects are:

Playing and Exploring

Active Learning

Thinking Creatively and Critically

Play and self-initiated experiences are ideal opportunities to develop the Characteristics of Learning





# How we teach in Early Years

We aim to achieve our curriculum intent by providing quality first teaching and learning in an environment where everyone is cared for, valued and respected. We are proud that all our pupils are involved in all aspects of our broad, balanced and stimulating curriculum personalised to meet their individual needs.

Our EYFS curriculum provides children with the opportunity to learn a range of skills that they will need to be ready for Year 1.

At Claycots, all children are supported to make progress and individual needs are met through personalised interventions designed to meet their personal targets and close individual learning gaps.

We aim to provide a caring, nurturing and creative environment where children enjoy learning through a balanced approach of adult led teaching and child-initiated play.





# How we teach in Early Years

## **Reading**

Shared reading begins in the Autumn Term in Nursery. We use these sessions to teach vocabulary, speaking and listening skills and the concepts of print. In Reception, shared reading is used to consolidate reading strategies, knowledge of phonics and high frequency words and also provides an opportunity for children to develop their vocabulary and comprehension skills.

In Reception, we introduce guided reading. Children read in a small group with an adult according to their phonics ability and take a book home that matches the letter sounds that they have learnt.

In order to promote a love of reading for pleasure we provide opportunities for children to explore and read a variety of books in the class reading areas. Adults read aloud to children every day in whole class story time sessions.

## **Phonics**

Children learn Phase 1 phonics in Nursery. In Reception children begin Phase 2 phonics. There are opportunities for children to consolidate their phonics learning in continuous provision as well as in shared reading and writing sessions. Children who require additional support with phonics are supported through targeted interventions.



# How we teach in Early Years

## **Writing**

In Nursery, children are encouraged to make marks and give meaning to them and we work on pencil control and name writing. In Reception, children are taught shared writing linked to other aspects of their learning.

Every child is given the opportunity to write in an adult supported guided writing group every week and this learning is recording in their writing books. This is an opportunity for targeted teaching to take place and for children to develop their writing skills and their independence. Further opportunities for independent writing are planned in continuous provision experiences. We begin to incorporate aspects of Talk for Writing during Reception in order to prepare children for the transition to Year 1.

## **Maths**

We teach a mastery curriculum for maths and children have a short taught maths lesson every day. At Claycots we use the NCETM mastering number program to support our planning.

Throughout the week children participate in planned, focused maths experiences in small groups. We also ensure that we provide opportunities for children to apply their learning in both the indoor and outdoor areas during continuous provision.



# How we measure progress

Assessment of learning in all areas takes place informally through observations of children as they answer questions, work in small groups and engage in learning through play.

We assess phonics progress through the phonics assessments that are completed at the end of each set of taught sounds.

We assess maths progress using termly assessments of children's understanding of key concepts in small group sessions.

We assess reading and writing during guided sessions and we moderate writing every term as part of whole school sessions.

We track children's progress throughout Nursery and Reception so that we understand whether they are on track to reach the Early Learning Goals at the end of Reception.

Interventions are put in place where children are identified as falling behind.

We use Tapestry as an extended tool, which is shared with parents. Parents are encouraged to add observations about their child's learning and development at home. This builds up a holistic picture of the child and supports with their next steps.

# Early Years Enrichment

At Claycots, we enhance our Early Years curriculum in a variety of fun and engaging ways. We provide opportunities to explore the wider world through our curriculum planning for People, Culture and communities and The Natural World. This includes trips to the local park, farm and other school-based opportunities and events.

We also invite visitors into school to run bespoke sessions such as firefighters, dental nurses and various drama workshops.

Children are also provided with additional experiences to observe changes such as the living eggs programme and caterpillars changing to butterflies.





# Early Years Enrichment



In class we enrich the curriculum through planning meaningful, hands-on experiences for children. This includes experiences such as cookery, gardening and a range of science experiments. We also provide opportunities for children to share their learning out of school and develop their speaking and presentation skills through 'show and tell'.

In Reception, the children prepare and present the Christmas Nativity and an end of year assembly. Children learn songs and dances from different cultures.

In Nursery and Reception we celebrate many different festivals and events. Children learn about Diwali, Eid, Christmas and Chinese New Year. They discuss similarities and differences and get involved in art and craft experiences linked to the festivals.



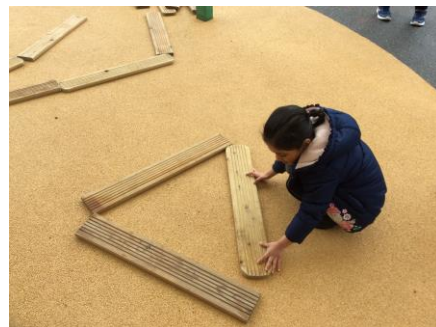


# Examples of learning- Nursery





# Examples of learning-Reception



# Pupil voice

*"I like guided reading because I am a fantastic reader!"*

*"I like to explore and I like guided reading."*

*"I like coming to school because I like to see my friends and I like to explore in the Maths corner."*

*"I love nursery because I really love having a beautiful day and I like drawing and playing with my friends".*





# Parent voice

## What our parents say about us:

*"My child thoroughly enjoys their time at Claycots reception. The staff are exceptional, always approachable and helpful".*

*"Warm, welcoming and encouraging teachers. Great way of teaching children to read ie. Emphasis on letter sounds rather than the actual name of the letter. My daughter has been spelling a lot and even reading now. She learns reading a lot different from how I was taught".*

*"My son talk everyday about school even on half term and he can't wait for another day to go."*

*"My daughter improved a lot in reading."*

*"Reception teachers are doing good work to our children."*

*"My child's self confidence has been improved."*

*"Teaching techniques, e.g. reading and writing. Very good techniques that are easily understandable and memorable to the kids are used."*



# Early Years Maths Overview

Nursery					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b><u>Numbers</u></b> Interactive number songs and finger rhymes</p> <p>React to changes of amount in a group of up to three items</p> <p>Build with a range of resources.</p> <p>Complete puzzles.</p> <p><b><u>Shape, space and measure</u></b></p> <p>Exploring the amounts, saying 'lots', 'more' or 'same'.</p> <p>exploring sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'.</p>	<p><b><u>Numbers</u></b> <input type="checkbox"/> ordinality , reciting</p> <p>Numbers 1 to 5 <input type="checkbox"/> Rote counting up to 5</p> <p><input type="checkbox"/> In everyday situations, takes or gives two or three objects from a group <input type="checkbox"/> Use provision to explore counting (cardinality) up to 3. e.g. counting three steps.</p> <p><input type="checkbox"/> Number rhymes</p> <p><b><u>Shape, space and measure</u></b> <input type="checkbox"/> Using visual timetable to understand their routine</p> <p><input type="checkbox"/> Exploring some Positional language: on, in , under</p>	<p><b><u>Numbers</u></b> Recapping rote counting up to 5; number rhymes opportunities and counting opportunities</p> <p><b><u>Shape</u></b> Sorting the similar shapes together; looking the similar shapes in the environment</p> <p>Using the blocks and different shapes construction pieces for building</p> <p><b><u>Spatial awareness and Positional language</u></b> Exploring the games using the language –in , on , under, next to, between</p>	<p><b><u>Numbers</u></b> Recapping rote counting up to 5; counting and ordering number opportunities up to 5</p> <p><b><u>Measure</u></b> Children to explore objects in different sizes and using the vocabulary- big, small</p> <p>Different height- tall, short</p> <p>Weight- heavy and light</p> <p>Routine- visual timetables reflection – first and next</p> <p>Recalls a sequence of events in nursery</p>	<p><b><u>Numbers</u></b> Recognising numerals up to 5; counting objects up to 5, representing numbers on fingers</p> <p><b><u>Pattern</u></b> Exploring patterns around us- in our environment; on our clothes</p> <p>Exploring AB pattern using the everyday objects</p> <p>Action pattern- clap, clap, jump, jump</p> <p>Using colored counters or blocks for the patterns - ABB</p>	<p><b><u>Numbers</u></b> Rote counting up to 10.</p> <p>Using number blocks</p> <p>Numbers 1- 5</p> <p>Rrecognising the numeral</p> <p>Ccounting object up to 5 counting on fingers</p> <p>Oordering numbers up to 5</p> <p>practicing one more up to 5</p>

Reception					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b><u>Numbers</u></b></p> <ul style="list-style-type: none"> <li>❑ Cardinality , counting Numbers 1, 2, 3</li> <li>❑ Rote counting up to 5</li> <li>❑ Comparison – more / fewer</li> <li>❑ Composition: numbers to be formed in a different ways using partitioning. (1, 2, 3)</li> <li>❑ Subitising up to 3</li> </ul> <p><b><u>Patterns</u></b></p> <ul style="list-style-type: none"> <li>❑ Continue copy and make AB/ ABC pattern</li> </ul> <p><b><u>Shape, space and measure</u></b></p> <ul style="list-style-type: none"> <li>❑ Compare and measure size, mass, capacity using continuous quantities</li> <li>❑ developing the spatial awareness- in, on, under, up, down</li> <li>❑ Identifying the 2d shapes and describing the properties of the shapes - circle, triangle.</li> </ul>	<p><b><u>Numbers</u></b></p> <ul style="list-style-type: none"> <li>❑ Cardinality , counting Numbers 1 to 5</li> <li>❑ Rote counting up to 10</li> <li>❑ Comparison – 1 more / 1 less</li> <li>❑ Composition: numbers to be formed in a different ways using partitioning. ( up to 5)</li> <li>❑ Subitising up to 5</li> </ul> <p><b><u>Shape, space and measure</u></b></p> <ul style="list-style-type: none"> <li>❑ Introducing 4 sided shapes - square, rectangle.</li> <li>❑ Positional language: describe position of objects</li> <li>❑ use time to sequence events</li> <li>❑ beginning to experience specific time duration : e.g. advent calendar</li> </ul>	<p><b><u>Numbers</u></b></p> <ul style="list-style-type: none"> <li>❑ Cardinality , counting Numbers 1 to 10</li> <li>❑ Rote counting up to 15</li> <li>❑ Comparison and estimating – 1 more / 1 less and same</li> <li>❑ Composition: numbers to be formed in a different ways using partitioning. ( up to 10)</li> <li>❑ Subitising up to 5</li> <li>❑ adding up to 10</li> </ul> <p><b><u>Shape, space and measure</u></b></p> <ul style="list-style-type: none"> <li>❑ Comparing indirectly using two others put things/objects in order</li> <li>❑ Relationship between shapes</li> </ul> <p><b><u>Patterns</u></b></p> <ul style="list-style-type: none"> <li>❑ Continue copy and make ABB/ ABBC pattern</li> <li>❑ spotting pattern around us</li> </ul>	<p><b><u>Numbers</u></b></p> <ul style="list-style-type: none"> <li>❑ Cardinality , counting Numbers 1 to 10</li> <li>❑ Rote counting up to 20</li> <li>❑ Comparison and estimating – more / less and same</li> <li>❑ Composition: applying the partitioning skills using number stories ( up to 10)</li> <li>❑ Ppartitioning number in more than 2 ways</li> <li>❑ Taking away objects from group</li> <li>❑ Doubling up to 10</li> </ul> <p><b><u>Shape, space and measure</u></b></p> <ul style="list-style-type: none"> <li>❑ Comparing indirectly using two others put things/objects in order</li> <li>❑ talk about specific time duration : how many times you can hop in 1 minute?</li> </ul>	<p><b><u>Numbers</u></b></p> <ul style="list-style-type: none"> <li>❑ Cardinality , counting Numbers 1 to 10</li> <li>❑ Rote counting up to 30</li> <li>❑ Number bonds: Knowing which pair makes a given number (part -part -whole) up to 10</li> <li>❑ Halving: Sharing objects to make equal groups</li> <li>❑ Odd and even: Putting objects in groups</li> <li>❑ Taking away objects from groups by counting back</li> </ul> <p><b><u>Measure</u></b></p> <ul style="list-style-type: none"> <li>❑ Time- o' clock</li> <li>❑ exploring using rulers and measuring tapes</li> </ul>	<p><b><u>Numbers</u></b></p> <ul style="list-style-type: none"> <li>❑ Number bond- deepening the understanding by application, oral number problems.</li> <li>❑ Adding large groups of numbers by counting on.</li> <li>❑ Adding and taking away stories</li> </ul> <p><b><u>Shape, space and measure</u></b></p> <ul style="list-style-type: none"> <li>❑ _introduce basic 3d shapes – cube, sphere, pyramid.</li> <li>❑ Explore basic difference between 2d shapes and 3d shapes.</li> </ul> <p><b><u>Pattern</u></b></p> <ul style="list-style-type: none"> <li>❑ Making their own ABBC pattern</li> <li>❑ Spotting an error in the pattern.</li> </ul>



## Curriculum Overview Nursery

Curriculum Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	It Is Good to Be Me	Farm/Animals	Monsters	Growing	Teddy Bear, Teddy Bear	Summer
Shared Reading Text	Settling in	Dear Zoo I Love Animals I Went Walking To Town Animal Friends School friends- Nursery book Text linked to Christmas	The Monster's Pet We're Going on a Bear Hunt We Love Dinosaurs We are going on a Dinosaur Hunt. The Jiggaree	Jasper's Beanstalk Planting Daffodils- Nursery book My Mum Is Fantastic The Little Mouse, the Red Ripe Strawberry and the Hungry Bear (2 weeks)	The Very Hungry Caterpillar ( 2 weeks) Where's My Teddy (1 week) Goldilocks and the Three Bears (2 weeks) Dan the flying Man	The Three Little Pigs (2 weeks) The Monster's Party (2 weeks) My Dad Max and Millie Start School (1 week)
Cultural Capital: trips, visits and experiences	Home visits Staggered start	Christmas Performance	Stay and play sessions for parents	Planting cress seeds	Teddy Bears Picnic Living eggs- hatching ducklings or chicks?	Nursery Graduation Transition
Celebrations	Birthday's Autumn Harvest Festival	Diwali Halloween Christmas	Chinese New Year World Book day Valentine's Day	Spring Mother's Day Easter	Father's day Eid	Summer Sports day
Communication, Language & Literacy	Action songs, rhymes and poems. Use of visual timetable to support early language and understanding. Daily circle time. Daily talking/ communication time. Show and tell.	Enjoy listening to stories and can remember the content. (retain attention)  Understand two part instruction e.g. get your jacket and line up.	Begin to understand why and how questions and try to give their opinion.  Children to use wide range of vocabulary linked to the text and the experiences.	Use longer sentence to converse with adults and peers.  Being able to express point of view using words and actions.	Children to use the vocabulary learnt in their conversation and play.  Children to use sentences joining up with words like because, or, and.	Children to be encouraged using complete sentences in everyday talk.  Children to use past and future tense during the conversation.

	Talking about own experiences i.e family members, pets. Following simple instructions.					Children answer the 'why' questions more confidently.
<b>Physical Development</b>	Exploring different ways of moving i.e running, jumping, climbing.	Funky Finger Gym and fine motor activities. Dough Disco  Early pencil and one handed tool control.	<b>Climbing</b> Climbing stairs and walking down slopes.  Children to confidently climb up the slide area and come down the slope. Practising pencil grip	<b>Throwing and catching</b>  Practise with a ball and a bean bag.	<b>Balancing</b>  Practise balancing on one foot.  Hop and freeze games.	<b>Sports day activities</b>  Using one- handed tools  Scissors skills, holding pencil using tripod grip
<b>PSED</b>	Settling in- learning rules and routines.  Becoming familiar with environment.  Making new relationships and friendship.	<b>Friends:</b> Who is my friend? Show more confidence in new social situations.  Become more outgoing with unfamiliar people, within the Nursery setting.	<b>Rules and expectations:</b> Children following rules.  Children to have confidence in playing with other children and elaborating ideas.	<b>Feelings:</b> Children able to talk about their feelings and why they feel that way.  Sorting the pictures of situation feelings and discussing what makes them feel that way.	<b>Health and Hygiene:</b> To discuss about the importance of health and hygiene  Healthy eating Brushing teeth.	<b>Transition:</b> To discuss about transition to Reception.  I can challenge myself to complete a self-initiated task.  <b>Similarities/differences</b>
<b>Understanding the World</b>	<b>Ourselves</b> – Rhymes, head shoulder knees and toes.  Discussing our family	Christmas celebration  Animals and Habitat  Sorting Zoo/Jungle animals and the Farm animals.	Discuss the familiar people around us  <b>Sounds:</b> Listening to the sounds around them. Identify the common sounds around them.	<b>Growing</b> : planting cress seeds. We are growing <b>Forces:</b> How things work?  Testing things that float or sink Push and Pull	<b>Life- cycle:</b> Order Chick eggs:  To see the lifecycle of a chick.	<b>Exploring Material:</b>  Making house /den using a variety of material.  Exploring the world around us

			Making sound with their bodies. Recoding the sounds they make.	Using technology- Battery operated toys Remote control toys		
<b>Expressive Art &amp; Design</b>	<p>Exploring and making sounds with musical instruments.</p> <p>Children to join in whole group singing time.</p> <p>Children to explore the big construction toys and the home/kitchen corner.</p>	<p>Children to join in signing the Xmas songs together.</p> <p>Children to be able to choose the nursery rhymes to sing and be more confident to sing during the group times.</p> <p>Children to begin explore the role-play areas and construction areas with another friend.</p> <p>Children to start exploring the mark-making tools e.g. playdough tools, paint brushes and other mark making tools.</p>	<p>To join in dragon dance movements.</p> <p>To develop the ideas using small world toys to create a dinosaur land.</p> <p>To explore mark - making and practise tripod pencil grip.</p> <p>To make marks on paper using various small hand movements.</p>	<p>To use their imaginations to create drawing and painting and talk about what they have made.</p> <p>Children can tap out simple repeated rhythm.</p> <p>Children to explore the musical instruments following adult's instruction.</p>	<p>Children to extend their ideas while exploring the role-play area.</p> <p>Children enjoy moving to music.</p> <p>Children to use various construction materials to create enclosures.</p>	<p>Production for the Nursery graduation day.</p> <p>Children to explore different textures and use the vocabulary and discuss.</p> <p>Children to explore mixing and discuss how they can be changed.</p>
<b>Literacy</b>	Settling in Singing Rhymes	See the separate plan	See the separate plan	See the separate plan	See the separate plan	See the separate plan
<b>Maths</b>	Number Rhymes	See the separate plan	See the separate plan	See the separate plan	See the separate plan	See the separate plan



## Curriculum Overview

### Reception

Curriculum Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	All about me.	In to the woods/ Christmas.	Planting and growing. People who help us	Farm animals	School Picnic Life cycles	Sand and sea Pirates (maps)
Additional Text STORY TIME TEXT	Rosie's walk Funny bones We're going on a bear hunt	Stickman The Gruffalo Christmas stories	Jasper's Beanstalk Super tato  Non-fiction people who help us texts.	Owl Babies Farmer duck  Non – fiction books on farm animals	Rainbow Fish The very hungry caterpillar The Tiger who came to tea (map of our school)  Non – fiction books on life cycles	Whatever Next! Handa's Surprise  What the ladybird at the sea side Non-fiction books on space and sea.
Cultural Capital: trips, visits and experiences	Home visits Induction for Reception children (half days)	Autumn -Park visit Christmas performance	Firefighters, police, paramedic, - visitors in school	Trip to the farm	Living caterpillars Living eggs- hatching ducklings or chicks	Summer picnic End of year assembly performance
Celebrations And key dates	Discuss previous celebrations- Eid in the Summer holidays.  Birthdays Family	Halloween Diwali and Fireworks  Remembarance day Christmas	Chinese New Year  World book day	Mother's day Easter Eid Personal celebrations and milestones- birthdays	Earth Day  King and Queen	Father's /special guardian day  Sports day  Summer Holidays
Communication, Language & Literacy  <i>To learn new vocabulary linked with different</i>	To initiate conversation with an adult or a friend. Able to sit in a circle and wait their turn to speak.	To listen carefully, retrive and remember information. e.g.  <i>Focussing on listening to stories and recall events</i>	To be able to talk about their ideas and thoughts in sentences.  <i>e.g prediction, extending ideas during</i>	To express ideas and feelings using full sentences and including past, present and future tenses.	To be able to retell the story some as exact repetition and some in their own words. To be able to hold a conversatoin in back and forth exchanges.	To offer explanation and connect ideas to another using connectives e.g. and, because, but.  <i>( e.g. using the explaintaions, connectives</i>



<p><b>areas of learning and use it in their play. (explicit vocab in weekly plan)</b></p>	<p>Repeats modelled sentence.</p> <p><i>e.g. Talking about ourselves and what our likes/ dislikes are</i></p> <p><i>Discussing our families (Favourite toys)</i></p> <p><i>What they like on sandwich?</i></p> <p>Literacy - See separate planning</p>	<p><i>(SR and story time, CP times)</i></p> <p>Interaction with peers is expressive and shows their needs and wishes.</p> <p>Answers direct questions from adults and approaches them with worries or needs.</p> <p>Literacy - See separate planning</p>	<p><i>the SR, CP, guided writing, story times</i></p> <p>To pay attention to Rhyming words. <i>e.g. phonics, poems and rhymes)</i></p> <p>Interaction with friends is back and forth, with pauses and responses from each.</p> <p>Literacy - See separate planning</p>	<p><i>(linked with other areas PSHE, TFW, role-play, CP play)</i></p> <p>Literacy - See separate planning</p>	<p><i>(TFW, CP activities, adult-led tasks)</i></p> <p>children are given opportunities to explain by using why and how questions.</p> <p>Literacy - See separate planning</p>	<p><i>in SR, guided reading, CP times, circle times)</i></p> <p>Literacy - See separate planning</p>
<p><b>Maths</b></p>	<p>See separate plan</p>	<p>See separate plan</p>	<p>See separate plan</p>	<p>See separate plan</p>	<p>See separate plan</p>	<p>See separate plan</p>
<p><b>Physical Development</b></p>	<p>To show a preference of dominant hand.</p> <p>To write own name independently.</p>	<p>To be confident using one- handed tools and equipments <i>e.g. scissors</i></p> <p>To be independent in meeting their own care e.g. using toilet, washing and drying hands, putting their shoes on.</p> <p>To develop bilateral integration- co ordinating left and right hands e.g. catch and throw, connecting construction materials</p>	<p>To practise the fundamental movement skills during their PE (focussed tasks) and also during their CP play based activities.</p> <p>To develop their small motor skills to use a range of tools competently (<i>pencils for drawing and writing, knives, spoons</i>)</p> <p>Upper body strength activities- climbing, carrying heavier items</p>	<p>To combine different movement with ease and fluency <i>e.g. creating and using obstacle course to crawl, jump, climb, run.</i></p> <p>To confidently use the tripod grip to practise fluent writing and letter formation.</p>	<p>To practise to develop and refine ball skills e.g. throwing, catching, passing, kicking, aiming.</p> <p>To confidently and safely use large and small equipment indoors and outdoors <i>e.g. wheeled toys, wheelbarrows, logs, planks.</i></p> <p>Hand division activities (using hands separately)- cutting tape, using tape to stick things down to create, etc.</p>	<p>To demonstrate strength, balance and coordination <i>e.g. during PE lessons, CP play activities and Sports day.</i></p> <p>To show accuracy and care when drawing and writing.</p>

		such as lego or blocks, tearing paper.	such as bottle babies, and so on.			
<b>PSSED</b>	<ul style="list-style-type: none"> <li>- Starting school. Separating from parent / carer.</li> <li>- What I enjoy doing at school.</li> <li>- My family and people who live in my house.</li> </ul> <p>-Discussion of our own feelings and the feelings of those around us- circle times.</p> <p>-discussing the classroom rules (Ready, respectful and Safe) (circle time)</p>	<p>According to needs and interests based on Autumn 1.</p> <ul style="list-style-type: none"> <li>- To play cooperatively and start taking turns with others. <i>e.g. Sharing toys and taking turns with others.</i></li> <li>- Establishing the school/class rules and routines and building confidence.</li> <li>- Developing confidence with trying new activities- create a chart of activities or zones children have visited in the week. Who has visited the most zones/ activities?</li> </ul>	<p>According to needs and interests based on Autumn 2.</p> <ul style="list-style-type: none"> <li>- To begin setting their goals in their play and to plan their activity.</li> <li>- Turn taking games as a class- playing co-operatively and showing sensitivity</li> <li>-Sustained shared thinking activities with appropriate questioning: I wonder if... what else could we do.... How do you know?</li> </ul>	<p>According to needs and interests based on Spring 1.</p> <p>To be confident to try new activities and show independence to manage their own needs.</p> <p>What do we need to do to be healthy? <i>Teach explicit vocabulary related to being healthy- balanced diet, nutrients, vitamins, etc.</i></p> <p>Healthy eating- sorting foods</p>	<p>According to needs and interests based on Spring 2.</p> <p>To talk and understand about their own feelings and of others and begin regulating their behaviour.</p> <p>Friendship</p> <p><b>Earth day-</b> how can we make our Earth cleaner and a better place to live? (e.g. discussion around litter)</p>	<p>According to needs and interests based on Summer 1.</p> <p>To have a focussed attention and follow instructions involving several ideas.</p> <p>Transition to year 1- what to expect!</p> <p>Adding in break times big playground)</p> <p>More structured/ table based activities</p>
<b>PSHE and RHE</b>	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Understanding the World</b>	<p>Talking about ourselves, family and home (Family photos discussion- Family portrait)</p> <p>Discussing the past- in Nusey I used to...</p>	<p>According to needs and interests based on Autumn 1.</p> <p>Autumn- Change in season</p> <p>Remembrance Day</p> <p>DIWALI- temple (Mandir/ Gurudwara)</p>	<p>According to needs and interests based on Autumn 2.</p> <p>Winter- changing season states of matter</p> <p>Chinese new year</p>	<p>According to needs and interests based on Spring 1.</p> <p>Spring- Change in season</p> <p>Mothers' day</p> <p>.</p>	<p>According to needs and interests based on Spring 2.</p> <p>Life cycle of chicks/frog/butterfly</p> <p>Eid- discuss about MOSQUE</p>	<p>According to needs and interests based on Summer 1.</p> <p>Based on RHE – talking about how I have changed</p> <p>Transition and Holiday</p> <p>Discussing about our local area, showing the maps</p>

	(discussing similarites and differences)  Role- play in home corner.	Xmas story and celebrations- CHURCH (Discuss how people celebrate xmas around the world)  To discuss the presents they got in past and what would they like to get this year.	Discussing about the people who help us in our day to day lives and some key profession. Children to be involved in role-play Growing plants-  Planting cress, daffodils - linked with SR	Familiar situations or places in past  Talking about the town we live in  How to take care of ourselves	Buildings/ homes/ schools in different countries Looking at slough's past picture and the current pictures of the key landmarks and discuss the similarities and differences.	and highlighting the key places. Children to explore the maps and discuss what their findings.  <b>Environment day- 5<sup>th</sup> June</b> What can we do to protect our enviorment.?  Introduce Solar system
<b>Expressive Art &amp; Design</b>	Introduction to playdough and junk modelling, supporting children in use of tools.  Self- portraits	According to needs and interests based on Autumn 1.  Diva lamps  Xmas art and crafts  Xmas performance  Baking and decorating cup cakes( <i>linked Literacy</i> )	According to needs and interests based on Autumn 2.  Role-play – people who help us.  Artist- Jackson Pollock	According to needs and interests based on Spring 1.  Mother's day Cards Easter art and craft  Rice crispies Cup cakes  Artist- Piet Mondrain  Story lines- Performing TFW story	According to needs and interests based on Spring 2.  Creating caterpillars and butterflies using a variety of material.  Ginger bread man biscuits ( <i>linked liteacy</i> ) Story lines- Performing TFW story	According to needs and interests based on Summer 1.  Father's day cards  Artist- Van gogh

<p><b>Music</b></p>	<p>Nursery Rhymes Phonics(Phase1) Differentiating the loud sound with quiet sounds using a variety of instruments. Instrumental sounds and Body percussion</p> <p>Singing – We're going on a bear hunt</p>	<p>Learning the animal song with actions: (see example below) understanding the language and vocab e.g. big, long, gallop, sway</p> <p>Poetry- who has seen the wind? Christiana Rosethh</p> <p>Singing - Xmas songs Xmas performance</p>	<p>Watching the Chinese new year dragon dance and music.</p> <p>Discussing about it in the circle time.</p> <p>Singing about the people who help us e.g. Hurry Hurry drive the fire truck</p>	<p>Changing season Easter songs</p> <p>Poetry: We can! Michael Rosen</p>	<p>Poem – Caterpillar Caterpillar or There's tiny caterpillar on a leaf</p> <p>Singing – Friendship song I'll be there- By Bruno Mars</p>	<p>Getting involved in learning a traditional dance in a group.</p> <p>Singing The Call and response song- The World is big, The world is small – Ellen Jenkins</p> <p>Singing- Its's a small world after all.</p>
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# Mastering Number

## Reception Overview

Term 1	Term 2	Term 3
<p>Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison.</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</li> </ul>	<p>Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to 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</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</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.</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</li> </ul>

<ul style="list-style-type: none"> <li>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>compare sets of objects by matching</li> <li>begin to develop the language of 'whole' when talking about objects which have parts</li> </ul>	<ul style="list-style-type: none"> <li>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>	<ul style="list-style-type: none"> <li>begin to generalise about 'one more than' and 'one less than' numbers within 10</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 rekenrek</li> </ul>
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