



Horbury Bridge Academy EYFS Overview

Curriculum Drivers

At Horbury Bridge Academy we want all our children to gain the experiences they need to thrive in today's ever changing global landscape. As a small school serving a local community, it is important for us to not only focus on our area and what makes us unique, but also to provide experiences for pupils beyond those available within our community in order for us to support them in becoming global citizens of the future. In order to achieve this, we have three core drivers that run through our curriculum and alongside our Christian vision. These drivers are used to shape the choices we make when planning and delivering learning experiences for our pupils.

Our vision:

“Living by Our Christian Values: Together in Faith, Hope and Love”

Our drivers:

- 1. Diversity**
- 2. Sustainability**
- 3. Enrichment**

Early Years at Horbury Bridge Academy

In the Early Years Foundation Stage at Horbury Bridge Academy, our vision is to provide an enabling, safe and supportive environment which promotes learning and development of all children in our setting. We see both inside and outside environments as essential places for children to enjoy learning.

Our curriculum allows children to develop the knowledge and learning they need to succeed in life. The curiosity approach has been adopted in the past year. It gives opportunities for children to develop their learning through using real objects in an environment which uses neutral tones and natural materials. This creates a calm, safe place in which to learn. The approach helps to ignite children's natural curiosity and imagination. Resources encourage children to think of their own ideas, ask questions and solve problems.

Activities are planned progressively so that children build on their learning and become confident, independent and reflective learners. Children are encouraged to learn through a combination of child-initiated and teacher led activities.

We value the parent/carer link to school greatly. It is a key factor in the progress that children make during their time in the Early Years. Communication between home and school is essential to each child's development and learning journey.

EYFS Principles

- **Unique Child:** Every child is unique and has the potential to be resilient, capable, confident and self-assured.
- **Positive Relationships:** Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.
- **Enabling environments:** Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.
- **Learning and Development:** Children develop and learn at different rates. We must be aware of children who need greater support than others.

EYFS Overview

Within EYFS, we run a two year cycle which runs from Nursery through to the end of Reception. This document provides an overview of Cycle A, followed by Cycle B

EYFS Cycle A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Myself and my community	Space	Africa	Minibeasts	Around the World	Dinosaurs
Christian Value	Myself & Community	Humility	Thankfulness	Forgiveness/compassion	Trust	Hope
Key themes	Who am I? Our school and local Horbury Bridge community Making the right choices. (rules and routines) Toys now and then. How do things work. Seasons-Autumn	What is Space? Our Solar System. How do we communicate? Astronauts past and present. Different religions – Christianity and Hinduism	Mara-our link school Houses and homes. African animals. Weather-comparing the UK to Africa. Seasons- Winter	Life cycles-butterfly, frog and ladybird. Growth and change. Habitats Season- Spring	Countries of the world. Maps. Travel and transport. Food around the world. Healthy choices.	What are dinosaurs? Scientific classification-carnivor es, omnivores, herbivores. Seasons- Summer
Yearly events and celebrations	Harvest Festival	Diwali Christmas	Children’s mental health week Chinese New Year Valentine’s day	Pancake day World Book Day Easter Mother’s Day St Patrick’s Day St George’s Day World Book Day	Eid	Father’s Day
Potential visits, visitors and enriching experiences	Walk around Horbury Bridge Meet Father Christopher		Visit church	Tropical World Order caterpillars to observe in the classroom. Easter Stay and Play.I	Journey on a narrow boat. Journey on a train. Journey on a bus. Visit from a train driver/bus driver.	Stay and Play-end of term. Resources from Natural History Museum. Dinosaur events locally.
Role play area focus	Home corner	Curio-exploring artefacts and historical figures from space.	Curio-African-instru ments, materials	Curio-butterfly net, ladybird, photos, camera, magnifying glasses, books. masks	Curio-Different dresses/foods and books related to religion	Curio-Dinosaur explorer.

Areas of Learning

Communication and language	<p><i>The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</i></p>					
	Autumn 1 Myself and my community	Autumn 2 Space	Spring 1 Africa	Spring 2 Minibeasts	Summer 1 Around the world	Summer 2 Dinosaurs
	<p>Everyday vocabulary: Nursery count number big little shape colour pattern</p> <p>Reception small/smallest big/biggest hear see smell pair measure dynamic</p>	<p>Everyday vocabulary: Nursery repeating (pattern) next to under over behind family</p> <p>Reception Morning Afternoon Evening beside Distance Travel Temperature rhythm</p>	<p>Everyday vocabulary: Nursery order recycle map delicious round spiky</p> <p>Reception explore search direction recycle wide narrow loose tight absorb pitch</p>	<p>Everyday vocabulary: Nursery Fresh Together Match full empty feel</p> <p>Reception visible overflowing compare combine identical tempo texture</p>	<p>Everyday vocabulary: Nursery more less bumpy rough squeeze snip</p> <p>Reception Trust Promise Break Amount Total rotate</p>	<p>Everyday vocabulary: Nursery sphere heavy light daytime nighttime</p> <p>Reception Share Equal double balanced Future Past Present</p>

	<p><u>Focused vocabulary</u> -Be exposed to (Nursery), use and apply (Reception) a range of specific vocabulary: Autumn Amber Ruby Mustard Emerald Bronze Community Safe Respectful</p>	<p><u>Focused vocabulary</u> -Be exposed to (Nursery), use and apply (Reception) a range of specific vocabulary: Diwali Hindu Rangoli pattern Astronaut Gravity Solar System powdery chalky</p>	<p><u>Focused vocabulary</u> Nursery Winter water ice weather cold hot</p> <p>Reception Winter bare freeze/freezing, melt/melting, boiling scorching fabric</p>	<p><u>Focused vocabulary</u> Nursery Spring expert life cycle home grow flower</p> <p>Reception Spring entomologist life cycle habitat hatch blossom</p>	<p><u>Focused vocabulary</u> Nursery world Earth place sea land journey</p> <p>Reception world Earth continents countries oceans journey souvenir postcard</p>	<p><u>Focused vocabulary</u> Nursery Summer dinosaur bones diet plants meat hunt</p> <p>Reception Summer Herbivore Carnivore Omnivore skeleton Extinct prey predator</p>
	<p><u>Getting to know you</u> Nursery -circle times modelling speaking and responding to others -listen to a range of traditional tales -follow one step instructions -learn new rhymes and songs -wellcomm assessment -send home naughty bus-encourage relevant discussion</p>	<p><u>Tell me a story</u> Nursery -begin to follow two step instructions - model and copy speaking in short sentences with 3 to 4 words - adults to model new language to when tasting space food -learn and join in with new rhymes and songs</p> <p>Reception</p>	<p><u>Answering questions</u> Nursery -follow 2 step instructions independently -exposure to questions -model and copy speaking in short sentences with 3 to 4 words -listen to rhyming stories</p> <p>Reception</p>	<p><u>Asking questions</u> Nursery -begin to understand and answer 'why' questions -model how to start conversations with others (snack time) -listen to and join in with rhyming stories -send home marvellous me boxes-speaking in front of a small audience</p> <p>Reception</p>	<p><u>What happened?</u> Nursery -model and copy speaking in short sentences with 4 to 6 words -circle time- express their point of view and likes/dislikes -listen to longer stories -talk about what has happened in stories</p> <p>Reception</p>	<p><u>Time to share</u> Nursery -model and copy speaking in short sentences -4 to 6 words -weekly show and tell</p> <p>Reception</p>

	<p>about what the bus did</p> <p>Reception</p> <ul style="list-style-type: none"> -wellcomm assessment -Baseline assessment -To begin to build a good level of listening at carpet time and short inputs such as phonics -send home naughty bus-encourage children to speak about what happened in short sentences. -To start to sing a small range of nursery rhymes independently. -To listen to and begin to recall a range of fairy tale stories -talking about familiar experiences in a group 	<ul style="list-style-type: none"> -Retelling stories - Listening and responding to stories -Following instructions with 2 or 3 parts -Takes part in small discussions - add dry space food to the role play area to stimulate discussions and use new vocabulary -listening to new songs, poems and rhymes 	<ul style="list-style-type: none"> -model the use of how and why questions -Model asking for help when unsure of what to do -using books and internet to answer questions -listening to new songs, poems and rhymes 	<ul style="list-style-type: none"> -showing increased levels of concentration at carpet times -children start to ask others questions to develop their thinking - listen to non-fiction texts to develop factual knowledge and vocabulary -listening to new songs, poems and rhymes -send home marvellous me boxes-developing confidence to speak in front of whole class 	<ul style="list-style-type: none"> -revisit some of the previous texts from this year to consolidate vocabulary and understanding -modelling the use of conjunctions when speaking -listening to new songs, poems and rhymes 	<ul style="list-style-type: none"> -revisit previous texts from this year to consolidate vocabulary and understanding -to sit in our whole school achievement assembly showing good concentration -listening to new songs, poems and rhymes. Children learn a poem.
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PSED	<p><i>Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life</i></p>					
	Autumn 1 Myself and my community	Autumn 2 Space	Spring 1 Africa	Spring 2 Minibeasts	Summer 1 Around the World	Summer 2 Dinosaurs
	<p>Throughout the year- Ginger Bear- kind hands, kind feet, kind words How to show super sitting Sharing our emotions with adults and peers Build confidence to speak to others</p>					
	<p>Emotion focus- happy and sad</p> <p>Nursery Learn the names of staff and children in the class Explore myself- what do I look like? Ginger Bear- what is super sitting</p> <p>Reception</p>	<p>Emotion focus- Angry and excited</p> <p>Nursery Who are my friends? Ginger Bear- kind hands, kind feet, kind words Talk about interests why are rules important? (keeping safe)</p> <p>Reception</p>	<p>Emotion focus- worried and calm</p> <p>Nursery Encouraging play with one or more children Being involved at carpet time (small groups)</p> <p>Reception</p>	<p>Emotion focus- bored and confused</p> <p>Nursery Model how to communicate whilst playing with others</p> <p>Reception</p>	<p>Emotion focus- jealous and proud</p> <p>Nursery Becoming more independent in play- listening to others How are my friends feeling? Circle times and games where we have to wait for our turn</p> <p>Reception</p>	<p>Emotion focus- preparing for transition</p> <p>Nursery Healthy choices for my body Look how far I've come! Moving into Reception</p> <p>Reception</p>

	<p>Learning our class rules and routines Understand how to respect our environment Talk about ourselves and how we are feeling How do we stay safe (school)</p>	<p>Starting to independently follow our rules and routines Celebrating difference Build constructive and respectful relationships. How do we stay safe (home)</p>	<p>Identify and regulate our own feelings Talk about how am I feeling at circle/talk times. Which emotions do we enjoy feeling the best? Beginning to solve problems How do we stay safe (strangers)</p>	<p>Give children strategies for staying calm in the face of frustration Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour. How do we stay safe (road) Introduce 'Teddy takes a Tumble'</p>	<p>Show resilience and perseverance in the face of challenge. Discuss why we take turns, wait politely, tidy up after ourselves and so on.</p>	<p>Taking part in sports day - Winning and losing Changing me Look how far I've come! Moving into Year 1 Healthy choices for my body</p>
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Physical development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Autumn 1 Myself and my community	Autumn 2 Space	Spring 1 Africa	Spring 2 Minibeasts	Summer 1 Around the World	Summer 2 Dinosaurs
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Forest School- This area provides weekly opportunities to develop the children's fine gross and motor skills through a mixture of child-initiated play and adult led activities.

Gross motor Nursery	Gross motor Nursery	Gross motor Nursery	Gross motor Nursery	Gross motor Nursery	Gross motor Nursery
Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Parachute games	Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Building with large outdoor equipment Climbing up and down steps/ objects	Big playground open in provision time- large and small ball games Dancing to music	Big playground open in provision time- large and small ball games Obstacle courses- encouraging to move in different ways	Obstacle courses- encouraging to move in different ways Building their own- managing risks Dancing to music	Using bean bags Balancing egg and spoon Team games
Reception PE Unit- me and myself	Reception PE Unit- Movement development	Reception PE Unit- Ball skills	Reception PE Unit- Throwing and catching	Reception PE Unit- Dance	Reception PE Unit- working with others
Listening to instructions and following rules Cooperative team games	How to move safely How to move in different ways Moving in different directions and speeds	Hand eye coordination Moving, stopping and controlling a ball	Ball games - Hand eye coordination Stopping and receiving Rolling and sending	Moving to music Mirroring others Expressions and emotions with our bodies	Races and team games in preparation for sports day Skipping

	Access to bikes	Build confidence on balance bikes Building with large outdoor equipment	Partner ball games Access to bikes-adding in cones and tracks to move around	Access to bikes-adding in cones and tracks to move around	Gymnastics- balance	
	Providing a range of equipment and tools in the provision to develop hand-eye coordination, hand strength and control. E.g scissors, tweezers, dough tools.					
	Fine motor Nursery taking off my coat myself learning our finger names using the toilet Reception Getting myself changed for PE and Threading, cutting, weaving, playdough, activities. Developing sitting posture when writing Show preference for dominant hand	Fine motor Nursery Taking off and putting on my coat myself Building hand strength- dough disco, squiggle whilst you wiggle using the toilet Reception Getting myself changed for PE and Threading, cutting, weaving, playdough activities. Developing sitting posture when writing Develop pencil pressure on paper Cut straight lines	Fine motor Nursery Attempting to do own zip Building hand strength- dough disco, squiggle whilst you wiggle Learning how to wash hands properly Reception Threading, cutting, weaving, playdough activities. Handle tools, objects, construction and malleable materials with increasing control and precision.	Fine motor Nursery being able to do my own zip Building hand strength- dough disco, squiggle whilst you wiggle Learning how to wash hands properly Reception Threading, cutting, weaving, playdough activities. Pom pom sheep craft- building finger strength Hold pencil effectively (mostly tripod) with comfortable grip Form most letters correctly	Fine motor Nursery being able to do my own zip Building hand strength- dough disco, squiggle whilst you wiggle developing a comfortable grip whilst mark making scissor activities Reception Threading, cutting, weaving, playdough. Start to cut along a curved line Button up clothing Hold pencil effectively (mostly tripod) with comfortable grip Form most letters correctly	Fine motor Nursery being more independent with my belongings at home time developing a comfortable grip whilst mark making preference for dominant hand comfortable scissor grip – make snips Reception Threading, cutting, weaving, playdough. Showing more detail when drawing Build things with smaller linking blocks, such as Duplo or Lego

Literacy	<p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)</p>					
	Autumn 1 Myself and my community	Autumn 2 Space	Spring 1 Africa	Spring 2 Minibeasts	Summer 1 Around the World	Summer 2 Dinosaurs
Key texts	<p>Core texts- Fiction Naughty Bus (R & N)</p> <p>Greater depth text</p> <p>Additional texts</p>	<p>Core text- Non-Fiction Non-Fiction Space books (R) <i>Whatever Next (N)</i></p> <p>Additional texts The way back home (R)</p>	<p>Core text- Fiction Little Red and the Very Hungry Lion (R) Handa’s Surprise (N)</p> <p>Additional texts Mara link school photos and videos</p>	<p>Core texts- Non-Fiction Range of minibeast books (R) Non fiction book to be decided for nursery.</p> <p>Additional texts Fiction Eric Carle books The Hungry caterpillar Bad tempered ladybird</p>	<p>Core Texts- fiction When Granny went to market (R & N)</p> <p>Additional texts</p>	<p>Core text- Non-fiction Range of dinosaur factual books (R & N)</p> <p>Additional texts</p>
Phonics and reading	<p>Reception RWI Read some single letter set 1 sounds Begin to Fred talk words</p> <p>Introduce HFW and red words I, a, at, am, it, the</p>	<p>Reception RWI Read all set 1 sounds Blending using single letter set 1 sounds</p> <p>Introduce HFW and red words to, he, and, is, on, has</p>	<p>Reception RWI Read some set 1 special friends Read a selection of green words (some by sight) Read short ditty stories</p> <p>Introduce HFW and red words</p>	<p>Reception RWI Read all set 1 special friends (plus ll, ss, gg, ck) Read red story books</p> <p>Introduce HFW and red words</p>	<p>Reception RWI Read some set 2 special friends Read red/green story books</p> <p>Introduce HFW and red words</p>	<p>Reception RWI Read some set 2 special friends Read green story books</p> <p>Introduce HFW and red words</p>

	<p>Capital letters of the term. Don't name the letters</p> <p>Nursery Letters and sounds Environmental sounds</p>	<p>Capital letters of the term</p> <p>Nursery letters and sounds Instrument sounds Body percussion</p>	<p>Was, put, she, get, of, yes</p> <p>Capital letters of the term</p> <p>Nursery Letters and sounds Rhythm and rhyme alliteration</p>	<p>Went, me, my, all ,up, can</p> <p>Capital letters of the term</p> <p>Nursery Letters and sounds Voice sounds</p>	<p>you, no, be, go, this, that</p> <p>Nursery RWI Oral blending and segmenting- fred talk games Introduction to picture side of cards</p>	<p>said, your, like, are, away</p> <p>Nursery RWI Oral blending and segmenting- fred talk games Introduction to picture side of cards</p>
<p>Writing Oxford Criterion Scale</p>	<p>Beginning to write recognisable letters of the alphabet Can write their own name Writing labels (mix of appropriate and random letters)</p>	<p>Beginning to write most letters with correct formations Beginning to write CVC words Beginning to spell red words correctly such as 'l' and 'the'</p>	<p>Can write CVC words correctly Beginning to write a short sentence beginning to use finger spaces Begin to read back their writing Spell a small range of red words</p>	<p>Independently write 1 or 2 short sentences Use finger spaces Show more confidence when reading back writing</p>	<p>Can say what they want to write in clear sentences Have some independent ideas for writing Spell words with 4 sounds correctly</p>	<p>Write 2 or more simple sentences which can be read by others Explore using capital letters and full stops All words within writing are spelt using phonetically plausible attempts</p>
<p>Writing opportunities Writing for a range of purposes</p>	<p>Name writing Writing a shopping list Labelling a mode of transport Designing a missing poster Initial sound writing What's your favourite toy? Clue writing and pictures. Marks to accompany a picture of</p>	<p>All about me fact file packing my suitcase list Write and post letters to Santa Whats in space What's the alien saying? Label an alien bonfire night silly soup</p>	<p>What's in the box? character I am sentences Sentence to go with portrait of friend. Sorry letter from lion birthday card to Little Red</p>	<p>What minibeast am I- lift the flap Label and sentence to accompany a life cycle Writing our own book based on minibeasts (Reception) Mix and match minibeast (Nursery) Visit writing Nursery- pencil control (zig zags on wings etc)</p>	<p>Write a postcard from a country Writing an around the world collective poem - over 2 weeks (visitor?) invitation for sports day IWB- sentences to accompany a flag/country writing letters to our link school</p>	<p>Making our own short story books based on known stories e.g Goldilocks if the dinosaurs came back... what would they do? design your own dinosaur- my dinosaur is called, it likes to eat, it likes to play</p>

	somewhere in Horbury bridge.					recipe for summer fruit cocktail (use for stay and play) invitation for dinosaur stay and play top trump cards
Comprehension	<p style="text-align: center;">Nursery- understand the 5 key concepts of print 1-print has meaning 2-different purposes 3- we read left to right, top to bottom 4-names of different parts of a book 5- page sequencing</p> <p style="text-align: center;">Have access to a range of opportunities for listening, understanding and vocabulary development within a language rich environment and in response to non-fiction books, stories and rhymes.</p> <p style="text-align: center;">Exposing children to a range of print in the environment. E.g open/ closed signs, photos of signs in the local environment.</p> <p style="text-align: center;">Providing opportunities and imaginative play to allow children to act out and retell known stories and rhymes.</p> <p style="text-align: center;">To recognise their name in a variety of places- eg- peg, book bag, name card etc.</p>					
	<p>Reception Joining in with rhymes and stories with repeated refrains. Having a favourite nursery rhyme. Understand the five key concepts about print Sequencing familiar stories through the</p>	<p>Reception Retell stories/storylines such as in role play area. Retelling stories using images. orally retelling new stories. Sequence story – use vocabulary of beginning, middle and end. Enjoys an increasing range of books</p>	<p>Reception Encourage children to record stories through picture drawing/mark making Read simple phrases and sentences and match to corresponding picture.</p>	<p>Reception Look at information leaflets – eg- visiting a farm Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Uses vocabulary and forms of speech that</p>	<p>Reception Non- fiction books to learn information about real jobs Retell a story with actions and / or picture prompts as part of a group Rhyming words Can draw pictures of characters/ event / setting in a story. May include labels,</p>	<p>Reception Can draw pictures of characters/ event / setting in a story Listen to stories, accurately Ask questions and make predictions Beginning to understand that a non-fiction gives information instead. Fiction means story. -</p>

	use of pictures to tell the story. Engage in extended conversations about stories, learning new vocabulary		Answer questions about what they have read.	are increasingly influenced by their experiences of books.	sentences or captions.	Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title.
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Maths

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery Rote counting to 10 Number rhymes to 5 Circle and star Size- big and little Length- long and short Describing different patterns	Nursery Recognition of 0,1,2 Finger numbers 0-5 1:1 counting 1-5 Repeating patterns ABABABA Positional language (oral conversations) Exposure to subitising	Nursery Recognition of 3,4 Cardinal and Abstract principle Order irrelevance principle Triangle Shapes with 4 sides Ordering numbers 0,1,2,3 Repeating patterns continued	Nursery Semi circle Positional language with objects Discuss routes and locations- under, over, through Capacity- full and empty	Nursery Recognition of 5 Representing numbers with marks Matching numbers and amounts Comparing groups- more/less Ordering numbers 0,1,2,3,4,5 Exposure to 5 frames	Nursery Making pictures with shapes Daily routines Sphere Weight- heavy and light
Reception Baseline Matching and sorting Introducing 5 frames Comparing amounts Comparing size, mass and capacity Pattern	Reception Introducing 0 introducing 1,2,3,4 & 5 Comparing 1,2,3 Composition of 1,2,3 Circles and triangles Shapes with 4 sides Time Spatial awareness	Reception Comparing numbers to 5 Composition of 4&5 One more/ one less Compare mass (2) Compare capacity (2) Length and height Time (2)	Reception Introducing 6,7,8,9,10 Comparing numbers to 10 Number bonds to 10 Making pairs Combining 2 groups 3D shape Pattern (2)	Reception Building numbers beyond 10 Counting patterns beyond 10 Addition Subtraction Spatial reasoning (1 & 2) Money	Reception Doubling Sharing and grouping Odd and even Spatial reasoning (3 & 4) Consolidation of number 0-10 and beyond

Expressive Arts Including art and music	The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.					
	Autumn 1 Myself and my community	Autumn 2 Space	Spring 1 Africa	Spring 2 Minibeasts	Summer 1 Around the World	Summer 2 Dinosaurs
	Nursery -Squiggle while you wiggle – moving to music and using drawing to represent what they can hear -joining in with action songs -self-portraits- what features are on our face -colour hand prints- going on a colour hunt -Exploring sound- body percussion and instruments. Playing shake and stop.	Nursery Squiggle while you wiggle – moving to music and using drawing to represent what they can hear -joining in with action songs -Model dressing to become a different character. (use hats, scarves, bags, glasses). -who is in my family- making a simple family tree	Nursery Squiggle while you wiggle – moving to music and using drawing to represent what they can hear -joining in with action songs -small world interactions with others- basic storylines -beginning to draw in more details- using shapes and lines	Nursery Squiggle while you wiggle – moving to music and using drawing to represent what they can hear -joining in with action songs - mini beasts charades then adding sound effects -drawing a basic outline of a minibeast and choosing colours to collage/paint	Nursery Squiggle while you wiggle – moving to music and using drawing to represent what they can hear -joining in with action songs -use blocks to make their own small world items -encourage to make independent creations in the creative area	Nursery Squiggle while you wiggle – moving to music and using drawing to represent what they can hear -joining in with action songs -play a range of percussion instruments correctly -introduce primary colours and mix with hands. -deciding which thickness of brush to use when painting a dinosaur
Reception -re-cap primary colours and how to mix -what happens when you add black or white (concentric circles)	Reception -Make rainbow rice salad to celebrate diwali. -Listen to traditional Indian music. -listening to Christmas music- which instruments can we	Reception Learning how to attach boxes and objects in creative area -Watch and make up an African dance -Make a piece of African jewellery to	Reception -Use materials for a purpose in the creative area.(minibeast of the week) -Explore an artist-Matisse the snail.. Considering	Reception -making up songs and dances using instruments and open-ended resources -exploring different paint to paint different flags	Reception -puppet theatre- perform well known stories at carpet time to their peers -sharing their creations at carpet time- what went	

	<ul style="list-style-type: none"> -use knowledge of colour mixing to fill an outline with appropriate colours. -self-portraits- looking at our skin, hair and eye colour -Exploring sound- body percussion and instruments. -Listen to Vivaldi- 4 seasons. How does it make you want to move? Explore dynamic. -Explore materials freely in the creative area -develop simple stories in construction area -Working collaboratively in the construction to make a map of Horbury Bridge. Thinking about properties of objects to use 	<ul style="list-style-type: none"> hear in both and compare. -tap out different rhythms with your instruments. -using the light box and tiles to make Rangoli patterns -using coloured sand to make Rangoli patterns outside -Explore an artist-Giuseppe Arcimboldo. Making a self portrait out of different media (fruit and veg) 	<ul style="list-style-type: none"> use in celebratory African dance at end of half term. -Learning new songs as a class. Matching the pitch of different parts -Watch and listen to dragon dancing at Chinese New Year. What can we see and hear. -portrait of a friend exploring perspective. Photo next to artwork. (-Forest school face) 	<ul style="list-style-type: none"> colour, shape and size (Split into 3 weeks) -sharing their creations at carpet time- what went well? What could they do better? -listening to different genres of music. Which do you like/dislike and why -explore tempo. 	<ul style="list-style-type: none"> Tempera Poster watercolour -watch different styles of dancing- line dancing, ballet, tango etc. talk about how it made them feel. Similarities and differences. -sharing their creations at carpet time- what went well? What could they do better? 	<ul style="list-style-type: none"> well? What could they do better? -create their own songs and music in groups -talk about dynamic, rhythm, tempo and pitch. -Make a collaborative dinosaur. 1-sketch, 2-make, 3-present and discuss.
	<p>Whole class</p> <p>Construction area- N-tyres, large and small bricks and planks. R -small bricks, cars, road, little</p>	<p>Whole class</p> <p>Construction area- N- mobilo, wheels etc R- interstar/ c'nex</p>	<p>Whole class</p> <p>Construction area- N- African animals & natural R- Natural wooden resources eg plasticine, straw</p>	<p>Whole class</p> <p>Construction area- N- large natural resources R- small natural resources- building habitats</p>	<p>Whole class</p> <p>Construction area- N- duplo R- lego & selection of animals from around the world</p>	<p>Whole class</p> <p>Construction area- revisit/ add resources based on children's interests/ requests</p>

	people/animals to create toytown and Horbury bridge..	-Learning songs and actions for our Christmas performance -Making Christmas cards and decorations using a range of media	- re-cap primary colour mixing- painting easel, dough mixing and in the water tray	Using different textured paint- add sand, foam etc -Mother's Day cards -Easter crafts		
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Understanding the World Including RE, History, science and Geography	<i>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</i>					
	Autumn 1 Myself and my community	Autumn 2 Space	Spring 1 Africa	Spring 2 Minibeasts	Summer 1 Around the World	Summer 2 Dinosaurs
	Nursery are exposed to a range of multi-cultural celebrations, resources and books throughout the year. Children are encouraged to think about similarities and differences in relation to themselves, places and natural processes.					
RE	Understanding Christianity Unit Creation -Exploring Christianity Key facts - Christians believe in one God -God created the world -recognise the symbol of the cross -who is special to me? -what is love? How can I show love? -where do we belong? Families, school and clubs.	Understanding Christianity Unit- Incarnation -Who is in my family? Who are my friends? -Understanding names of other family members in different families. - Can name 2/3 ways in which people are the same or different. - Exploring Hinduism Key facts Many Gods, worship in a temple, recognise the Om symbol -Exploring celebrations -What is Christmas?	Which places are special to me and why? -talk about a special place to them and explain why -Church visit Why and how is the Church a special place to Christians? -look at and talk about the features of a church that are special and valued to Christians	Understanding Christianity UNIT- Salvation- -Listening and understanding the Easter story -Easter stay and play	Which stories are special and why? -what is your favourite story? -exploring the bible - exploring bible stories - express views on a range of bible stories. How do they make us feel?	Our own Christian celebration- christening in church -what is a christening? -What happens at a christening? -Who attends a christening? -what do we need for a christening to take place Children to act out roles for a christening, make costumes and props throughout the half term. Father Christopher to lead service towards the end of term.

	Harvest festival	-What is Diwali?				
Science, geography and history	<p>Nursery</p> <p>Exploring Autumn Autumn walk</p> <p>-talking about their family and history. When I was a baby, when mum/dad/carer was a baby.</p> <p>-use their hands and feet to feel natural Autumn objects</p> <p>-explore toys-push/pull/buttons etc.</p> <p>-explore a range of resources from the past e.g telephones, camera, weighing scales etc.</p> <p>-Look at a simple map of Horbury Bridge.</p>	<p>Nursery</p> <p>-figures of the past- Guy Fakes</p> <p>-show an interest in different occupations N. Armstrong</p> <p>-explore forces- push, pull (forest school)</p> <p>-cooking activity- observing/discussing change in ingredients</p>	<p>Nursery</p> <p>Exploring Winter Winter walk</p> <p>What happens to our rubbish in school? How can we look after our school?</p> <p>introducing recycling bins</p> <p>-use a range of their senses to explore winter</p>	<p>Nursery</p> <p>Exploring Spring Spring walk</p> <p>-lifecycle of a butterfly. Add butterfly net.</p> <p>-lifecycle of a plant (dandelion)</p> <p>-Planting seeds- What do they need to grow?</p> <p>-Observations (discussion) of growth over time.</p> <p>-use a range of their senses to explore Spring</p>	<p>Nursery</p> <p>investigation area - a variety of objects (materials) to explore, feel and compare</p> <p>-introducing countries on a simple world map/globe. water and land.</p> <p>- talk about a holiday that they have been on. Talk about the weather, transport, surroundings, language. Discuss similarities and differences.</p> <p>-Explore the United Kingdom map</p> <p>-Celebrating our Royal Family (past and present)</p>	<p>Nursery</p> <p>Exploring Summer Summer walk</p> <p>-use their hands and feet to feel natural Summer objects</p> <p>-pack a suitcase for a Summer holiday</p> <p>-revisit photos of seasons walks. What is your favourite season and why? Draw a picture of you in that season.</p> <p>-observational drawing of flowers (appropriate colour use)</p> <p>-looking at a simple timeline. when were the dinosaurs alive?</p>
	<p>Reception</p> <p>Exploring Autumn Autumn walk</p>	<p>Reception</p>	<p>Reception</p> <p>Exploring Winter Winter walk</p>	<p>Reception</p> <p>Exploring Spring Spring walk</p>	<p>Reception</p>	<p>Reception</p> <p>Exploring Summer Summer walk</p>

	<p>When I was a baby- talking about what I can do now that I couldn't do as a baby -use their hands and feet to feel and classify natural Autumn objects -identify and talk about the similarities and differences between a range of resources from the past e.g telephones, camera, weighing scales etc.</p>	<p>show an interest in different occupations N. Armstrong -comparing jobs and equipment- present and past - discussion about the characters in 'The Way Back Home'- time, age of characters</p>	<p>-describe what they can see on the Winter walk. compare and contrast Autumn to Winter What happens to our rubbish? -Exploring materials. What materials can we recycle? -where does the rubbish end up? Is it good for the planet? - introduce our Mara link school. discuss similarities and differences. photos and videos</p>	<p>-lifecycle of a ladybird -planting seeds- what do they need to grow? What happens when we don't look after them? - exploring the habitats of a variety of minibeasts. Discuss what we saw on the trip compared to school (pond vs forest) -describe what they can see on the Spring walk. compare and contrast Winter to Spring.</p>	<p>investigation area - a variety of objects to explore, feel and compare - children to think of their own criteria to sort -introducing countries on a simple world map/globe. introduce continents and oceans. Where is England on the map? - weekly country introduction- find it on the map and mark it with a flag. -compare life in different countries. - talk about a holiday that they have been on. Talk about the weather, transport, surroundings, language. Discuss similarities and differences. Add any other country's flag that the children have visited. -Explore the United Kingdom map -Celebrating our Royal Family (past and present)</p>	<p>-describe what they can see on the Summer walk. ordering the seasons cycle and compare and contrast. - sorting a range of clothes to the season. -observational drawing of flowers - using media in different ways, size, position etc -asking a range of scientific questions then sorting them into categories. Can answer, cannot answer, can investigate. -classification/sorting of dinosaurs. -science morning- investigating change in states of matter</p>
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EYFS Cycle B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Traditional tales and nursery rhymes	Identity, families and religion	Looking after our planet	Farm animals	People who help us	Healthy lifestyles
Christian Value	Respect	Peace	Perseverance	Justice	Friendship	Courage
Key themes	<p>Myself and my family</p> <p>Building familiarity with a range of traditional tales and nursery rhymes</p> <p>Rules and routines</p> <p>Problem solving</p> <p>Materials</p> <p>Seasons- Autumn</p>	<p>Myself and my friends- what makes us the same, what makes us different?</p> <p>Different families</p> <p>Different religions – Christianity and Hinduism</p>	<p>Looking at planet Earth</p> <p>Exploring the World map and map of Horbury Bridge</p> <p>How do our actions affect our planet?</p> <p>Recycling & materials</p> <p>Growth and change</p> <p>Seasons- Winter</p>	<p>Different types of farms</p> <p>Animals on the farm</p> <p>Where does our food come from?</p> <p>Food groups</p> <p>New life</p> <p>Season- Spring</p>	<p>What is a job?</p> <p>Exploring different jobs in the world.</p> <p>Are all jobs important?</p> <p>Who can do different jobs?</p> <p>What skills and tools do you need to do a job? (Transport links)</p>	<p>Parts of our body (inside and out)</p> <p>How does our body work?</p> <p>How do we look after our body?</p> <p>Physical and mental health and wellbeing (Food, teeth, exercise)</p> <p>Paralympics/ Olympics</p> <p>Seasons- Summer</p>
Yearly events and celebrations	Harvest Festival	Diwali Christmas	Children’s mental health week Chinese New Year Valentine’s day World Book Day	Pancake day World Book Day Easter Mother’s Day St Patrick’s Day St George’s Day	Eid	Father’s Day
Potential visits, visitors and enriching experiences	Dressing up day- favourite nursery rhyme	Visit our church Other religion visitor- Hindu	Trip to Middlestown Garden Centre	Farm visit- The Watering Hole- Gawthorpe Visit from a vet	Fire brigade visit Trip to Carrgate emergency service depot?	Visit to the Green berry- Horbury Visit to the Coop

	Meet staff in our school Meet Father Christopher		Litter picking in our school and local community	Dressing up day- our favourite farm animal	Inviting in our parents who have different occupation	Visit from a dentist/dental hygienist
Role play area focus	Home corner	Indian restaurant – linked with Diwali celebrations	Garden centre	Vets surgery/ farm	Doctors surgery	Supermarket

Areas of Learning

Communication and language	<p><i>The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</i></p>					
	Autumn 1 Traditional tales and nursery rhymes	Autumn 2 Identity, families and religion	Spring 1 Looking after our planet	Spring 2 Farm animals	Summer 1 People who help us	Summer 2 Healthy lifestyles
	<p>Everyday vocabulary:</p> <p>Nursery count number big little shape colour pattern</p> <p>Reception small/smallest big/biggest hear see smell pair measure dynamic</p>	<p>Everyday vocabulary:</p> <p>Nursery repeating (pattern) next to under over behind family</p> <p>Reception Morning Afternoon Evening beside Distance Travel Temperature rhythm sweet sour</p>	<p>Everyday vocabulary:</p> <p>Nursery order recycle map delicious round spiky</p> <p>Reception explore search direction recycle wide narrow loose tight absorb pitch</p>	<p>Everyday vocabulary:</p> <p>Nursery Fresh Together Match full empty feel</p> <p>Reception visible overflowing compare combine identical tempo texture</p>	<p>Everyday vocabulary:</p> <p>Nursery more less bumpy rough squeeze snip</p> <p>Reception Trust thoughtful Promise Break Amount Total rotate</p>	<p>Everyday vocabulary:</p> <p>Nursery sphere heavy light daytime nighttime</p> <p>Reception Share Equal double balanced Future Past Present</p>

	<p><u>Focused vocabulary</u></p> <p>Nursery Autumn colour fairy tale</p> <p>Reception Autumn Amber Ruby Mustard Emerald Bronze fairy tale</p> <p><u>Getting to know you</u></p> <p>Nursery -circle times modelling speaking and responding to others -listen to a range of traditional tales -follow one step instructions -learn new rhymes and songs -wellcomm assessment</p>	<p><u>Focused vocabulary</u></p> <p>Nursery</p> <p>Reception Diwali Hindu Rangoli pattern Diva lamp poppadum</p> <p><u>Tell me a story</u></p> <p>Nursery -begin to follow two step instructions - model and copy speaking in short sentences with 3 to 4 words - adults to model new language to when tasting Indian food -learn and join in with new rhymes and songs</p> <p>Reception</p>	<p><u>Focused vocabulary</u></p> <p>-Be exposed to (Nursery), use and apply (Reception) a range of specific vocabulary: Winter bare sett, hibernate, freeze/freezing, melt/melting, environment, recycle, grow/growing</p> <p><u>Answering questions</u></p> <p>Nursery -follow 2 step instructions independently -exposure to questions -model and copy speaking in short sentences with 3 to 4 words -send home Pete the badger- using short sentences to talk about photos -listen to rhyming stories</p> <p>Reception</p>	<p><u>Focused vocabulary</u></p> <p>-Be exposed to (Nursery), use and apply (Reception) a range of specific vocabulary: Harvest Dairy poultry Crops Spring hatch blossom</p> <p><u>Asking questions</u></p> <p>Nursery -begin to understand and answer 'why' questions -model how to start conversations with others (snack time) -listen to and join in with rhyming stories</p> <p>Reception -showing increased levels of</p>	<p><u>Focused vocabulary</u></p> <p>-Be exposed to (Nursery), use and apply (Reception) a range of specific vocabulary: Emergency Uniform Equipment Accident Helpful Rescue Patient</p> <p><u>What happened?</u></p> <p>Nursery -model and copy speaking in short sentences with 4 to 6 words -circle time- express their point of view and likes/dislikes -listen to longer stories -talk about what has happened in stories</p> <p>Reception -revisit some of the previous texts from</p>	<p><u>Focused vocabulary</u></p> <p>-Be exposed to (Nursery), use and apply (Reception) a range of specific vocabulary: Energy Diet Bones/skeleton, muscles Exercise hygiene, healthy, decay, Summer</p> <p><u>Time to share</u></p> <p>Nursery -model and copy speaking in short sentences -4 to 6 words -weekly show and tell -send home cuddly veg-developing confidence to speak in small groups</p> <p>Reception -revisit previous texts from this year to consolidate</p>

	<p>Reception</p> <ul style="list-style-type: none"> -wellcomm assessment -Baseline assessment -To begin to build a good level of listening at carpet time and short inputs such as phonics -To start to sing a small range of nursery rhymes independently. -To listen to and begin to recall a range of fairy tale stories -talking about familiar experiences in a group 	<ul style="list-style-type: none"> -Retelling stories -Listening and responding to stories -Following instructions with 2 or 3 parts -Takes part in small discussions - taste and learn the names of Indian foods and use in the role play area -listening to new songs, poems and rhymes 	<ul style="list-style-type: none"> -model the use of how and why questions -Model asking for help when unsure of what to do -using books and internet to answer questions -send home Pete the badger- using full sentences to talk about photos -listening to new songs, poems and rhymes 	<ul style="list-style-type: none"> concentration at carpet times -children start to ask others questions to develop their thinking - listen to non-fiction texts to develop factual knowledge and vocabulary -listening to new songs, poems and rhymes 	<ul style="list-style-type: none"> this year to consolidate vocabulary and understanding -modelling the use of conjunctions when speaking -listening to new songs, poems and rhymes 	<ul style="list-style-type: none"> vocabulary and understanding -to sit in our whole school achievement assembly showing good concentration -send home cuddly veg-developing confidence to speak in front of whole class -listening to new songs, poems and rhymes
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PSED	<i>Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life</i>					
	Autumn 1 Traditional tales and nursery rhymes	Autumn 2 Identity, families and religion	Spring 1 Looking after our planet	Spring 2 Farm animals	Summer 1 People who help us	Summer 2 Healthy lifestyles
	Throughout the year- Ginger Bear- kind hands, kind feet, kind words How to show super sitting Sharing our emotions with adults and peers Build confidence to speak to others					
	Emotion focus- happy and sad <u>Nursery</u> Learn the names of staff and children in the class Explore myself- what do I look like? Ginger Bear- what is super sitting Reception	Emotion focus- Angry and excited <u>Nursery</u> Who are my friends? Ginger Bear- kind hands, kind feet, kind words Talk about interests why are rules important? (keeping safe) Reception	Emotion focus- worried and calm <u>Nursery</u> Encouraging play with one or more children Being involved at carpet time (small groups) Reception	Emotion focus- bored and confused <u>Nursery</u> Model how to communicate whilst playing with others Reception	Emotion focus- jealous and proud <u>Nursery</u> Becoming more independent in play- listening to others How are my friends feeling? Circle times and games where we have to wait for our turn Reception	Emotion focus- preparing for transition <u>Nursery</u> Healthy choices for my body Look how far I've come! Moving into Reception Reception

	<p>Learning our class rules and routines Understand how to respect our environment Talk about ourselves and how we are feeling How do we stay safe (school))</p>	<p>Starting to independently follow our rules and routines Celebrating difference Build constructive and respectful relationships. How do we stay safe (home)</p>	<p>Identify and regulate our own feelings Talk about how am I feeling at circle/talk times. Which emotions do we enjoy feeling the best? Beginning to solve problems How do we stay safe (strangers))</p>	<p>Give children strategies for staying calm in the face of frustration Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour. How do we stay safe (road) Introduce 'Teddy takes a Tumble'</p>	<p>Show resilience and perseverance in the face of challenge. Discuss why we take turns, wait politely, tidy up after ourselves and so on.</p>	<p>Taking part in sports day - Winning and loosing Changing me Look how far I've come! Moving into Year 1 Healthy choices for my body</p>
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Physical development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Autumn 1 Traditional tales and nursery rhymes	Autumn 2 Identity, families and religion	Spring 1 Looking after our planet	Spring 2 Farm animals	Summer 1 People who help us	Summer 2 Healthy lifestyles
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Forest School- This area provides weekly opportunities to develop the children's fine gross and motor skills through a mixture of child-initiated play and adult led activities.

Gross motor Nursery	Gross motor Nursery	Gross motor Nursery	Gross motor Nursery	Gross motor Nursery	Gross motor Nursery
Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Parachute games	Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Building with large outdoor equipment Climbing up and down steps/ objects	Big playground open in provision time-large and small ball games Dancing to music	Big playground open in provision time-large and small ball games Obstacle courses-encouraging to move in different ways	Obstacle courses-encouraging to move in different ways Building their own-managing risks Dancing to music	Using bean bags Balancing egg and spoon Team games
Reception PE Unit- me and myself	Reception PE Unit- Movement development	Reception PE Unit- Ball skills	Reception PE Unit- Throwing and catching	Reception PE Unit- Dance	Reception PE Unit- working with others
Listening to instructions and following rules Cooperative team games	How to move safely How to move in different ways Moving in different directions and speeds	Hand eye coordination Moving, stopping and controlling a ball Partner ball games	Ball games - Hand eye coordination Stopping and receiving Rolling and sending	Moving to music Mirroring others Expressions and emotions with our bodies	Races and team games in preparation for sports day Skipping

	Access to bikes	Build confidence on balance bikes Building with large outdoor equipment	Access to bikes-adding in cones and tracks to move around	Access to bikes-adding in cones and tracks to move around	Gymnastics- balance	
	Providing a range of equipment and tools in the provision to develop hand-eye coordination, hand strength and control. E.g scissors, tweezers, dough tools.					
	Fine motor Nursery taking off my coat myself learning our finger names using the toilet Reception Getting myself changed for PE and Threading, cutting, weaving, playdough, activities. Developing sitting posture when writing Show preference for dominant hand	Fine motor Nursery Taking off and putting on my coat myself Building hand strength- dough disco, squiggle whilst you wiggle using the toilet Reception Getting myself changed for PE and Threading, cutting, weaving, playdough activities. Developing sitting posture when writing Develop pencil pressure on paper Cut straight lines	Fine motor Nursery Attempting to do own zip Building hand strength- dough disco, squiggle whilst you wiggle Learning how to wash hands properly Reception Threading, cutting, weaving, playdough activities. Handle tools, objects, construction and malleable materials with increasing control and precision.	Fine motor Nursery being able to do my own zip Building hand strength- dough disco, squiggle whilst you wiggle Learning how to wash hands properly Reception Threading, cutting, weaving, playdough activities. Pom pom sheep craft- building finger strength Hold pencil effectively (mostly tripod) with comfortable grip Form most letters correctly	Fine motor Nursery being able to do my own zip Building hand strength- dough disco, squiggle whilst you wiggle developing a comfortable grip whilst mark making scissor activities Reception Threading, cutting, weaving, playdough. Start to cut along a curved line Button up clothing Hold pencil effectively (mostly tripod) with comfortable grip Form most letters correctly	Fine motor Nursery being more independent with my belongings at home time developing a comfortable grip whilst mark making preference for dominant hand comfortable scissor grip – make snips Reception Threading, cutting, weaving, playdough. Showing more detail when drawing Build things with smaller linking blocks, such as Duplo or Lego

Literacy	It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)					
	Autumn 1 Traditional tales and nursery rhymes	Autumn 2 Identity, families and religion	Spring 1 Looking after our planet	Spring 2 Farm animals	Summer 1 People who help us	Summer 2 Healthy lifestyles
Key texts	Core texts- Fiction The Three Billy Goats Gruff Gingerbread Man The Three Little Pigs Goldilocks and the Three Bears The Enormous Turnip Little Red Riding hood Additional texts The Three Billy Goats Fluff Mr Wolf's pancakes	Core text- Fiction The Smeds and the Smoos Additional texts My family Houses and homes	Core text- Fiction Tidy Additional texts The Tiny Seed Gardening magazines Non-fiction-recycling and materials books	Core texts- Non-Fiction Range of farm animal books Additional texts	Core Texts- non-fiction 'Busy People' books-different occupation Farmer Teacher Doctor Builder Additional texts	Core text- Supertato-Fiction Additional texts Other stories in Supertato collection Oliver's vegetables
Phonics and reading	Reception RWI Read some single letter set 1 sounds Begin to Fred talk words Introduce HFW and red words l, a, at, am, it, the	Reception RWI Read all set 1 sounds Blending using single letter set 1 sounds Introduce HFW and red words to, he, and, is, on, has	Reception RWI Read some set 1 special friends Read a selection of green words (some by sight) Read short ditty stories Introduce HFW and red words	Reception RWI Read all set 1 special friends (plus ll, ss, gg, ck) Read red story books Introduce HFW and red words	Reception RWI Read some set 2 special friends Read red/green story books Introduce HFW and red words	Reception RWI Read some set 2 special friends Read green story books Introduce HFW and red words

	<p>Capital letters of the term. Don't name the letters</p> <p>Nursery Letters and sounds Environmental sounds</p>	<p>Capital letters of the term</p> <p>Nursery letters and sounds Instrument sounds Body percussion</p>	<p>Was, put, she, get, of, yes</p> <p>Capital letters of the term</p> <p>Nursery Letters and sounds Rhythm and rhyme alliteration</p>	<p>Went, me, my, all ,up, can</p> <p>Capital letters of the term</p> <p>Nursery Letters and sounds Voice sounds</p>	<p>you, no, be, go, this, that</p> <p>Nursery RWI Oral blending and segmenting- fred talk games Introduction to picture side of cards</p>	<p>Said, your, like, are, away</p> <p>Nursery RWI Oral blending and segmenting- fred talk games Introduction to picture side of cards</p>
<p>Writing Oxford Criterion Scale</p>	<p>Beginning to write recognisable letters of the alphabet Can write their own name Writing labels (mix of appropriate and random letters)</p>	<p>Beginning to write most letters with correct formations Beginning to write CVC words Beginning to spell red words correctly such as 'I' and 'the'</p>	<p>Can write CVC words correctly Beginning to write a short sentence beginning to use finger spaces Begin to read back their writing Spell a small range of red words</p>	<p>Independently write 1 or 2 short sentences Use finger spaces Show more confidence when reading back writing</p>	<p>Can say what they want to write in clear sentences Have some independent ideas for writing Spell words with 4 sounds correctly</p>	<p>Write 2 or more simple sentences which can be read by others Explore using capital letters and full stops All words within writing are spelt using phonetically plausible attempts</p>
<p>Writing opportunities Writing for a range of purposes</p>	<p>Writing a shopping list Labelling a gingerbread man Designing a missing poster</p>	<p>All about me fact file Write and post letters to Santa Drawing who is in my family</p>	<p>Labelling a badger Sentence about garden centre visit What woodland animal am I- lift the flap Posters-put your rubbish in the bin Sorry letter Making woodland map- follow the trail and add labels Making a map- adding a key</p>	<p>Name writing Drawing a map of a farm and labelling Appointment sheet for vets surgery Labelling an animal Animals we saw on our visit (N) Writing our own book based on farm visit (R) Pig fact file Writing our own factual book about</p>	<p>Name writing-first name (N) whole name (Rec) pom poms/wiggle squiggle. Mark making on large paper(N) Sand trays & feather writing (N) People who help us in school writing. Doctor writing after visit</p>	<p>Now and then – comparing jobs Making our own short story books based on known stories e.g Goldilocks What are the vegetables saying-speech bubbles (R) Evil pea wanted poster Evil pea/supertato clues to guess who's</p>

				<p>different types of cows (R) Old Macdonald literacy task (N) Pop up egg card Easter card writing</p>	<p>Equipment labelling-stethoscope , thermometer etc. Life cycle labelling Queen writing</p>	<p>hiding underneath flap (R) What are we good at? (wellbeing week) Sun safety posters Wedding invitations (Reception for Nursery) My favourite vegetable (N) What present will you get bride and groom.</p>
<p>Comprehension</p>	<p>Nursery- understand the 5 key concepts of print 1-print has meaning 2-different purposes 3- we read left to right, top to bottom 4-names of different parts of a book 5- page sequencing</p> <p>Have access to a range of opportunities for listening, understanding and vocabulary development within a language rich environment and in response to non-fiction books, stories and rhymes.</p> <p>Exposing children to a range of print in the environment. E.g open/ closed signs, photos of signs in the local environment.</p> <p>Providing opportunities and imaginative play to allow children to act out and retell known stories and rhymes.</p> <p>To recognise their name in a variety of places- eg- peg, book bag, name card etc.</p>					
	<p>Reception Joining in with rhymes and stories with repeated refrains. Having a favourite nursery rhyme.</p>	<p>Reception Retell stories/storylines such as in role play area. Retelling stories using images.</p>	<p>Reception Encourage children to record stories through picture drawing/mark making</p>	<p>Reception Look at information leaflets – eg- visiting a farm Re-read books to build up their confidence in word</p>	<p>Reception Non- fiction books to learn information about real jobs Retell a story with actions and / or</p>	<p>Reception Can draw pictures of characters/ event / setting in a story Listen to stories, accurately</p>

	<p>Understand the five key concepts about print Sequencing familiar stories through the use of pictures to tell the story. Engage in extended conversations about stories, learning new vocabulary</p>	<p>orally retelling new stories. Sequence story – use vocabulary of beginning, middle and end. Enjoys an increasing range of books</p>	<p>Read simple phrases and sentences and match to corresponding picture. Answer questions about what they have read.</p>	<p>reading, their fluency and their understanding and enjoyment. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p>	<p>picture prompts as part of a group Rhyming words Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions.</p>	<p>Ask questions and make predictions Beginning to understand that a non-fiction gives information instead. Fiction means story. - Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title.</p>
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Maths

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery Rote counting to 10 Number rhymes to 5 Circle and star Size- big and little Length- long and short Describing different patterns	Nursery Recognition of 0,1,2 Finger numbers 0-5 1:1 counting 1-5 Repeating patterns ABABABA Positional language (oral conversations) Exposure to subitising	Nursery Recognition of 3,4 Cardinal and Abstract principle Order irrelevance principle Triangle Shapes with 4 sides Ordering numbers 0,1,2,3 Repeating patterns continued	Nursery Semi circle Positional language with objects Discuss routes and locations- under, over, through Capacity- full and empty	Nursery Recognition of 5 Representing numbers with marks Matching numbers and amounts Comparing groups- more/less Ordering numbers 0,1,2,3,4,5 Exposure to 5 frames	Nursery Making pictures with shapes Daily routines Sphere Weight- heavy and light
Reception Baseline Matching and sorting Introducing 5 frames Comparing amounts Comparing size, mass and capacity Pattern	Reception Introducing 0 introducing 1,2,3,4 & 5 Comparing 1,2,3 Composition of 1,2,3 Circles and triangles Shapes with 4 sides Time Spatial awareness	Reception Comparing numbers to 5 Composition of 4&5 One more/ one less Compare mass (2) Compare capacity (2) Length and height Time (2)	Reception Introducing 6,7,8,9,10 Comparing numbers to 10 Number bonds to 10 Making pairs Combining 2 groups 3D shape Pattern (2)	Reception Building numbers beyond 10 Counting patterns beyond 10 Addition Subtraction Spatial reasoning (1 & 2) Money	Reception Doubling Sharing and grouping Odd and even Spatial reasoning (3 & 4) Consolidation of number 0-10 and beyond

Expressive Arts Including art and music	The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.					
	Autumn 1 Traditional tales and nursery rhymes	Autumn 2 Identity, families and religion	Spring 1 Looking after our planet	Spring 2 Farm animals	Summer 1 People who help us	Summer 2 Healthy lifestyles
	Nursery -Squiggle while you wiggle – moving to music and using drawing to represent what they can hear -joining in with action songs -self-portraits- what features are on our face -colour hand prints-going on a colour hunt -Exploring sound-body percussion and instruments. Playing shake and stop.	Nursery Squiggle while you wiggle – moving to music and using drawing to represent what they can hear -joining in with action songs -pretend play- adding hats, scarves, bags to home corner. Encouraging acting out scenarios -who is in my family-making a simple family tree	Nursery Squiggle while you wiggle – moving to music and using drawing to represent what they can hear -joining in with action songs -small world interactions with others- basic storylines -beginning to draw in more details-using shapes and lines	Nursery Squiggle while you wiggle – moving to music and using drawing to represent what they can hear -joining in with action songs - farm animal charades then adding sound effects -drawing a basic outline of farm animal and choosing colours to collage/paint	Nursery Squiggle while you wiggle – moving to music and using drawing to represent what they can hear -joining in with action songs -use blocks to make their own small world items -encourage to make independent creations in the creative area	Nursery Squiggle while you wiggle – moving to music and using drawing to represent what they can hear -joining in with action songs -play a range of percussion instruments correctly -explore printing with fruit and vegetables
	Reception -re-cap primary colours and how to mix -what happens when you add black or white (concentric circles)	Reception -Make and mould salt dough Diva Lamps -Listen to traditional Indian music. Add into Indian restaurant role play -listening to Christmas music- which	Reception Learning how to attach boxes and objects in creative area- make a woodland animals -Working collaboratively in the construction to	Reception -Use materials for a purpose in the creative area. -Make farm animal junk models. Considering colour, shape and size	Reception -making up songs and dances using instruments and open-ended resources -exploring different paint to paint emergency vehicles	Reception -puppet theatre-perform well known stories at carpet time to their peers -sharing their creations at carpet time- what went

	<ul style="list-style-type: none"> -use knowledge of colour mixing to fill an outline with appropriate colours. -self-portraits- looking at our skin, hair and eye colour -Exploring sound- body percussion and instruments. -Listen to Vivaldi- 4 seasons. How does it make you want to move? Explore dynamics. -Explore materials freely in the creative area -develop simple stories in construction area 	<p>instruments can we hear?</p> <ul style="list-style-type: none"> --tap out different rhythms with your instruments. -using the light box and tiles to make Rangoli patterns -using coloured sand to make Rangoli patterns outside --look at an artist's work 	<p>make a map of Horbury Bridge. Thinking about properties of objects to use</p> <ul style="list-style-type: none"> -Learning new songs as a class. Matching the pitch of different parts -Watch and listen to dragon dancing at Chinese New Year. What can we see and hear. -observational drawing of cress 	<ul style="list-style-type: none"> -sharing their creations at carpet time- what went well? What could they do better? -listening to different genres of music. Which do you like/dislike and why -explore tempo -look at an artist's work 	<p>Tempera Poster watercolour</p> <ul style="list-style-type: none"> -watch different styles of dancing- line dancing, ballet, tango etc. talk about how it made them feel. Similarities and differences. -sharing their creations at carpet time- what went well? What could they do better? 	<p>well? What could they do better?</p> <ul style="list-style-type: none"> -create their own songs and music in groups --talk about dynamic, rhythm, tempo and pitch.
	<p>Whole class</p> <p>Construction area- Duplo bricks</p> <p>Building homes for the Three Little Pigs using different materials. Reception to talk about which</p>	<p>Whole class</p> <p>Construction area- Lego bricks and large foam bricks</p> <p>-Learning songs and actions for our Christmas performance</p>	<p>Whole class</p> <p>Construction area- Natural wooden resources</p> <p>-junk model animals out of rubbish that we litter picked and reused items</p>	<p>Whole class</p> <p>Construction area- Rotate natural resources- add large cable reels and planks</p> <p>Using different textured paint- add sand, foam etc</p>	<p>Whole class</p> <p>Construction area- Mobilo and small connecting construction pieces</p>	<p>Whole class</p> <p>Construction area- Natural wooden resources</p> <p>-giant vegetable hand print colour mixing</p>

	was the best and why.	-Making Christmas cards and decorations using a range of media	- re-cap primary colour mixing- painting easel, dough mixing and in the water tray	-Mother's Day cards -Easter crafts		
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Understanding the World Including RE, History, science and Geography	<i>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</i>					
	Autumn 1 Traditional tales and nursery rhymes	Autumn 2 Identity, families and religion	Spring 1 Looking after our planet	Spring 2 Farm animals	Summer 1 People who help us	Summer 2 Healthy lifestyles
	Nursery are exposed to a range of multi-cultural celebrations, resources and books throughout the year. Children are encouraged to think about similarities and differences in relation to themselves, places and natural processes.					
RE	Understanding Christianity Unit Creation -Exploring Christianity Key facts - Christians believe in one God -God created the world -recognise the symbol of the cross -who is special to me? -what is love? How can I show love? -where do we belong? Families, school and clubs.	Understanding Christianity Unit- Incarnation -Who is in my family? Who are my friends? -Understanding names of other family members in different families. - Can name 2/3 ways in which people are the same or different. - Exploring Hinduism Key facts Many Gods, worship in a temple, recognise the Om symbol -Exploring celebrations -What is Christmas?	Which places are special to me and why? -talk about a special place to them and explain why -Church visit Why and how is the Church a special place to Christians? -look at and talk about the features of a church that are special and valued to Christians	Understanding Christianity UNIT- Salvation- -Listening and understanding the Easter story -Easter stay and play	Which stories are special and why? -what is your favourite story? -exploring the bible - exploring bible stories - express views on a range of bible stories. How do they make us feel?	Our own Christian celebration- wedding in church -what is a wedding? -What happens at a wedding? -Who attends a wedding? -what do we need for a wedding to take place Children to act out roles for a wedding, make costumes and props throughout the half term. Father Christopher to lead service towards the end of term.

	<p>-Father Christopher to have a pretend baptism in Church.</p> <p>Harvest festival</p>	-What is Diwali?				
Science, geography and history	<p>Nursery</p> <p>Exploring Autumn</p> <p>Autumn walk</p> <p>-talking about their family and history. When I was a baby, when mum/dad/carer was a baby.</p> <p>-use their hands and feet to feel natural Autumn objects</p> <p>-explore toys in home corner- push/pull/buttons etc.</p> <p>-explore a range of resources from the past e.g telephones, camera, weighing scales etc.</p>	-figures of the past- Guy Falkes	<p>Exploring Winter</p> <p>Winter walk</p> <p>-Planting seeds- What do they need to grow?</p> <p>-Observations of growth over time. What happens to our rubbish?</p> <p>-Exploring materials. What materials can we recycle?</p> <p>-where does the rubbish end up? Is it good for the planet?</p> <p>-Look at features of woodland areas.</p> <p>-Look at a simple map of Horbury Bridge.</p>	<p>Exploring Spring</p> <p>Spring walk</p> <p>-Learn about the job of a farmer</p> <p>Explore where some of our food comes from- meat, milk, eggs</p> <p>-life cycle of a chicken</p> <p>-making butter- observing changes</p>	<p>-Basic features of a plant</p> <p>-Life cycle of a frog</p> <p>Life cycle of a butterfly</p> <p>-Planting in our outdoor area- caring for plants</p> <p>show an interest in different occupations</p> <p>Explore the United Kingdom map</p> <p>-Celebrating our Royal Family (past and present)</p>	<p>Exploring Summer</p> <p>Summer walk</p> <p>-observational drawing of flowers</p> <p>Explore a map of our local area- Horbury Bridge</p>
	<p>Reception</p> <p>When I was a baby- talking about what I can do now that I couldn't do as a baby</p>				Each week meeting different people with different jobs which help us.	

	<p>-use their hands and feet to feel and classify natural Autumn objects</p> <p>-identify and talk about the similarities and differences between a range of resources from the past e.g telephones, camera, weighing scales etc.</p>				<p>-figures of the past- Florence Nightingale</p> <p>-comparing jobs and equipment- present and past</p> <p>Starting with 'who helps us in school?'</p> <p>Visit from catering staff, cleaners and headteacher</p>	
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