



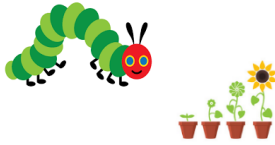









## EYFS Learning Journey

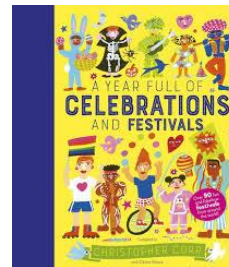
Possible Theme, Lines on Enquiry, matched with Children's Interests					
Nursery					
<b>Mini Me</b> 	<b>Let's Celebrate</b> 	<b>Time For Tea</b> 	<b>All Aboard</b> 	<b>Down At The Bottom Of The Garden</b> 	<b>Super Heroes</b> 
PSHE, Geog, Science,	PSHE, Geog, History, Science,	PSHE, Geog, History, Science,	PSHE, Geog, History, Science,	PSHE, Geog, Science,	PSHE, Geog, Science,
The Big Question?					
I wonder what makes me special?	I wonder what do we celebrate?	I wonder how will it be different?	I wonder what we will see?	I wonder how things grow and change?	I wonder who will help us?
Key Texts					
Family and Me Who Are You? You're so Amazing All are Welcome No-bot Robot Owl Babies	Kippers Birthday Hovis the Hedgehog Binny's Diwali Dear Santa  <b>Traditional Tale</b> Gingerbread Man	The Tiger Who Came To Tea Mr Wolf's pancakes Olivers Fruit Salad I love Chinese New Year  <b>Traditional Tale</b> Goldilocks and the Three Bears	Meg's Car We Catch the Bus The Magic Train Ride Mr Grumpy's Outing	Jasper's Beanstalk Seed to Sunflower The Hungry Caterpillar The Girl who Loves Bugs The Bad Tempered Ladybird  <b>Traditional Tale</b> Jack and the Beanstalk	Mog Goes to the Vet The Jolly Postman A Hero Like you Busy People Vet  Links with transition – Heroes that help us at school.

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Reception					
<b>Marvellous Me</b> 	<b>It is Cold Outside</b> 	<b>Out Of This World</b> 	<b>Adventures Around The Word</b> 	<b>Down On The Farm</b> 	<b>Pack Your Bags - Off We Go!</b> 
Geog, History, Science,	Geog, History, Science,	History, Science,	Geog, History, Science,	Geog, History, Science,	Geog, History, Science,
The Big Question?					
I wonder how we are different?	I wonder how things change in Winter?	I wonder what will happen when...?	I wonder what it is like there?	I wonder where some foods comes from?	I wonder how life has changed?
Key Texts Reception					
Our class is a family Colour monster Super duper you Elmer Olivers vegetables Once there were giants Super Hero like you  <b>Traditional Tale</b> Little Red Hen	Gruffalos child Jack Frost Penguin Stickman	Whatever next Astro Girl The way back home Look up	Handa's surprise Handa's Hen Lost and Found The Journey Home Monkey Puzzle	What the Ladybird Heard Super worm Rosie's Walk A squash and a squeeze  <b>Traditional Tale</b> The Three Little Pigs The Enormous Turnip	What the ladybird heard on holiday Little Boat Somebody Swallowed Stanley Julian is a Mermaid Night Pirates

## EYFS Learning Journey

Cultural Capital		
<p><b>Cultural capital</b> is the essential knowledge that children need to prepare them for their future success. It is about giving children the best possible start to their early education.</p> <p>'It is the role of the setting to ensure that children experience the awe and wonder of the world in which they live, through the seven areas of learning.' (143 p31 <i>Ofsted Early Years Inspection Handbook</i>, Sept 2019)</p>		
Festivals, Celebrations and Significant events		
Autumn	Spring	Summer
<p><b>September</b>            Start of school            Harvest festival            Friendship month            2<sup>nd</sup>-6<sup>th</sup> zero waste week            18<sup>th</sup> National fitness day</p> <p><b>October</b>            3<sup>rd</sup> National poetry day            4<sup>th</sup> World smile day            6<sup>th</sup> Grandparents day            15<sup>th</sup> Global handwashing day            14<sup>th</sup> – 20<sup>th</sup> Recycle month            29<sup>th</sup> – 3<sup>rd</sup> Diwali</p> <p><b>November</b>            5<sup>th</sup> Bonfire night            7<sup>th</sup> Outdoor classroom day            11<sup>th</sup> Remembrance day            11<sup>th</sup> – 15<sup>th</sup> World nursery rhyme week            11<sup>th</sup> -15<sup>th</sup> Anti bullying week            17<sup>th</sup> -23<sup>rd</sup> Road safety week</p> <p><b>December</b>            12<sup>th</sup> Christmas jumper day            Christmas Nativity            Christingle</p>	<p><b>January</b>            Jan-Feb Big school birdwatch            29<sup>th</sup> Chinese/ Lunar New Year</p> <p><b>February</b>            7<sup>th</sup> Number day            13<sup>th</sup> Shrove Tuesday            14<sup>th</sup> Valentines day            20<sup>th</sup> Love your pet day            Ramadan (dates can change)</p> <p><b>March</b>            6<sup>th</sup> World book day            14<sup>th</sup> Holi            14<sup>th</sup> Red nose day            18<sup>th</sup> Global recycling day            30<sup>th</sup> Mothering Sunday            30<sup>th</sup>-31<sup>st</sup> Eid Al-Fitr</p> <p><b>April</b>            18<sup>th</sup> -21<sup>st</sup> Easter</p>	<p><b>May</b>            16<sup>th</sup> Endangered species day            20<sup>th</sup> World bee day            19<sup>th</sup> -23<sup>rd</sup> Walk to school week            31<sup>st</sup> – 8<sup>th</sup> National children's gardening week</p> <p><b>June</b>            30 days wild month            3<sup>rd</sup> World bicycle day            5<sup>th</sup> World environment day            7<sup>th</sup> Butterfly awareness day            7<sup>th</sup> – 15<sup>th</sup> Great big Green week            15<sup>th</sup> Father's day            16<sup>th</sup> – 22<sup>nd</sup> National school sports week            18<sup>th</sup> – International picnic day            21<sup>st</sup> – King Charles III birthday            23<sup>rd</sup> – 29<sup>th</sup> Insect week</p> <p>July            1<sup>st</sup> International joke day            3<sup>rd</sup> International plastic bag free day</p> <p>Sustainable goal links            Outdoor/ physical links            Religious Festivals            Thematic links/ Other</p>





## EYFS Learning Journey

Wow Moments - Trips and Visitors Linked with Thematic Overviews					
<p>Supermarket visit - R Local community worker visits – N+R Bike ability – R Percy Pet therapy dog - visit R</p> <p>Church Visit Baptism R</p>		<p>Scientist Visit - R Astrophysicist visit – R Pizza Express visit - N</p>	<p>Library visit N+R Evesham country park trip N</p>	<p>School sensory garden visit N Farm visit R</p> <p>Class pets N – caterpillars R - worms</p>	<p>Percy Pet therapy dog - visit N</p> <div style="text-align: center;">  </div>
EYFS Parental Engagement Opportunities					
<p>Phonics workshop R Harvest assembly N+R Grandparents day R Parents evening N+R</p>	<p>Maths workshop N+R Nursery rhyme week craft activity time workshop N+ R Christmas Nativity N+ R</p>	<p>Reading café N+ R Parents science challenge R</p>	<p>Boats afloat R World book day dress up and parade N+ R Book and a biscuit N+ R Easter bonnet parade N+ R Phonics workshop N</p>	<p>Sports day N+ R Parent's evening N+ R</p>	<p>Reports – parents evening N+ R Parent meeting for new parents N+ R Celebration of the year assembly N+ R</p> <div style="text-align: center;">  </div>

## EYFS Learning Journey

Prime Areas		
Personal, Emotional and Social Development Intent and Curriculum Goals		
<p><b>Intent</b>            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 9 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</p>		
<p><b>Curriculum Goals</b></p> <ul style="list-style-type: none"> <li>• To know how to be a good friend and take turns</li> <li>• To look after and share resources and work as a team to tidy away</li> <li>• To be independent and challenge ourselves, know about goals and how to set them</li> <li>• To learn how to manage new situations, people and ideas with courage and interest</li> <li>• To focus attention in a range of situations</li> <li>• To show an ability to follow instructions involving several ideas or actions.</li> <li>• Name feelings and emotions and self-regulate emotions</li> <li>• To understand and follow school rules to keep ourselves and others safe</li> <li>• To manage own personal hygiene</li> <li>• To know how to be healthy and look after our bodies</li> </ul>		
<p><b>Skills</b> – communicate feelings and emotions, form relationships with others, co operate, negotiate, set goals, persist, wait, focus attention, manage own needs, self regulate</p>		
<p><b>ELG - Self Regulation</b></p> <ul style="list-style-type: none"> <li>• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>• Set and work towards simple goals, being able to wait for what they want</li> </ul>	<p><b>ELG – Managing Self</b></p> <ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>•</li> </ul>	<p><b>ELG – Building Relationships</b></p> <ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others.</li> <li>• Form positive attachments to adults and friendships with peers.</li> <li>• Show sensitivity to their own and to others' needs.</li> </ul>





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<p>and control their immediate impulses when appropriate.</p> <ul style="list-style-type: none"> <li>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions</li> </ul>	<ul style="list-style-type: none"> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul>	 <p><b>EEF Research Supported</b></p>			
<b>Scheme - PSHE – Jigsaw - Nursery</b>					
<p><b>Being me in my world</b> Who am I and how do I do it</p>	<p><b>Celebrating difference</b> Respect for similarities and difference Anti bullying and being unique</p>	<p><b>Dream and goals</b> Aspirations how to achieve goals and understanding the emotions that go with this</p>	<p><b>Healthy me</b> Being and keeping safe and healthy</p>	<p><b>Relationships</b> Building positive healthy relationship</p>	<p><b>Changing me</b> Coping positively with change</p>
<b>Scheme - PSHE – Jigsaw - Reception</b>					
<p><b>Being me in my world</b> Who am I and how do I do it -Self-identity -Understanding feelings -Being in a classroom Being gentle -Rights and responsibilities</p>	<p><b>Celebrating difference</b> Respect for similarities and difference Anti bullying and being unique -Identifying talents -Being special -Families -Where we live Making friends -Standing up for yourself</p>	<p><b>Dream and goals</b> Aspirations how to achieve goals and understanding the emotions that go with this - Challenges -Perseverance -Goal-setting -Overcoming obstacles -Seeking help -Jobs -Achieving goals</p>	<p><b>Healthy me</b> Being and keeping safe and healthy - Exercising bodies -Physical activity -Healthy food -Sleep -Keeping clean -Safety</p>	<p><b>Relationships</b> Building positive healthy relationship - Family life -Friendships -Breaking friendships -Falling out -Dealing with bullying -Being a good friend</p>	

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Physical Development Intent and Curriculum Goals	
<p><b>Intent</b> 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</p>	
<p><b>Curriculum Goals</b></p> <ul style="list-style-type: none"> <li>• To be able to get changed for PE independently</li> <li>• To be able to engage in team games demonstrating ball skills</li> <li>• To be able to demonstrate developed balance and co ordination</li> <li>• To move in a variety of ways and negotiate space</li> <li>• To be able to ride a range of scooters and a balance bike</li> <li>• To be able join a sequence of movements to be able to perform a simple dance or gymnastics routine</li> <li>• To be able to say how to keep themselves healthy and happy</li> <li>• To describe the effects of exercise on our bodies</li> <li>• To be able to hold a pencil using a tripod grip</li> <li>• To draw pictures including people and landscapes with added detail</li> <li>• To be able to use cutlery effectively</li> <li>• To be able to use scissors and other tools effectively and safely</li> </ul>	
<p><b>Skills</b> – control, confidence, fine motor skills, gross motor skills, core strength, co-ordination, positional and spatial awareness</p>	
<p><b>ELG – Gross Motor Skills</b></p> <ul style="list-style-type: none"> <li>• Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>• Demonstrate strength, balance and coordination when playing.</li> <li>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>	<p><b>ELG – Fine Motor Skills</b></p> <ul style="list-style-type: none"> <li>• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>• Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>• Begin to show accuracy and care when drawing.</li> </ul>

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Gross Motor Skills					
Musical theatre Introduction to PE Fun at the Forest	Musical Theatre Fundamentals Fun at the Forest	Musical theatre Ball skills Fun at the Forest	Musical theatre Ball skills Fun at the Forest	Musical theatre Gymnastics Fun at the Forest	Musical theatre Games Fun at the Forest
					
Fun at the Forest <a href="https://ltl.org.uk/free-resources/swoof/age-early-years/">https://ltl.org.uk/free-resources/swoof/age-early-years/</a>			<b>EEF Research Supported</b>		
Scheme – Fine Motor Skills Handwriting – Letter Join					
Dough Disco Revisit/ teach 'Pre-cursive patterns'	Introducing easy letters <i>i, l, t, u, w, e, c, o, a, d, n, m, h</i>	Introducing harder letters <i>j, y, g, q, b, p, k, v, s, r, f, z</i>	Revisiting easy letters & harder letters	Introduce easy words	Introduce harder words Additional practice
					
Communication and Language Intent and Curriculum Goals					
<p><b>Intent</b></p> <p>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,</p>					

## EYFS Learning Journey

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.

### Curriculum Goals

- To talk confidently to adults and peers in well-formed sentences about their learning and interests
- Use talk to interact and negotiate as part of extended conversations
- To ask questions to find out more and express my point of view
- To use an increasingly diverse range of vocabulary in meaningful contexts
- To use a range of language structures
- To actively join in with stories and retell known stories and rhymes
- To engage in back-and-forth conversations using the correct tenses with familiar adults and peers
- To develop an increasing confidence to share learning with others, including a range of audiences
- To interact with members of the general public and visitors when on trips or during special event days
- To say hello in a range of languages

**Skills** – interact, converse, listen, engage, respond, elaborate, tell stories, role play, express ideas and feelings

### ELG - Listening Attention and Understanding

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



SHREC Research Supported



### ELG - Speaking

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

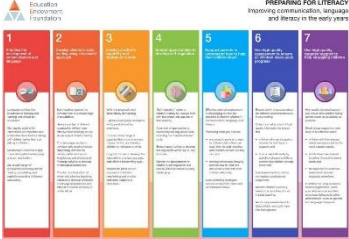
Voice 21 Research Supported



## EYFS Learning Journey

Language screening tools and interventions			
<p><b>Nursery WellComm</b></p> <p>WellComm helps to identify pre-school and primary school children who are experiencing barriers to speech and language development so that they can be supported early in their education journey.</p> <div style="text-align: right; margin-top: 20px;">  </div>	<p><b>Reception – Language Link</b></p> <p>Infant Language Link is an online package enabling schools to identify and support children who have mild to moderate speech and language needs, using a standardised screening assessment and tiered levels of intervention support.</p> <div style="text-align: right; margin-top: 20px;">  </div>		
Oracy Nursery			
Cognitive	Physical	Social and Emotional	Linguistic
<ul style="list-style-type: none"> <li>Retell a simple event in the correct order</li> <li>Use talk to pretend, predict and recall</li> </ul>	<ul style="list-style-type: none"> <li>Speak so that others can hear.</li> <li>Look at who they are talking to.</li> <li>Show others what they are talking about.</li> </ul>	<ul style="list-style-type: none"> <li>Take turns talking with one other person</li> <li>Listen to what is being said</li> <li>Use talk to share ideas with friends</li> </ul>	<ul style="list-style-type: none"> <li>Link thoughts together using and or because</li> <li>Use vocabulary based on things that are important to them</li> <li>Show an understanding of who, what, where, when and why questions</li> <li>Use a range of tenses</li> </ul>
Oracy Reception			
<ul style="list-style-type: none"> <li>To ask questions</li> <li>To wonder about ideas</li> <li>To use because to develop their ideas</li> <li>To describe events that have happened in detail</li> </ul>	<ul style="list-style-type: none"> <li>To use gesture to support meaning in play</li> <li>To speak audibly so they can be heard and understood</li> </ul>	<ul style="list-style-type: none"> <li>To listen to others</li> <li>To take turns to speak</li> </ul>	<ul style="list-style-type: none"> <li>To use talk in play to practice new vocabulary</li> <li>To join phrases with words such as 'if' 'because' 'so' 'could' 'but'</li> </ul>

## EYFS Learning Journey

Specific Areas		
Literacy Intent and Curriculum Goals		
<p><b>Intent</b> 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> <p><b>Curriculum Goals</b></p> <ul style="list-style-type: none"> <li>To read phonics books with fluency and expression and talk about what they have read, asking appropriate questions</li> <li>To be able to decode unfamiliar words with confidence</li> <li>To know how to retrieve information from books</li> <li>To enjoy reading and listening to stories for pleasure</li> <li>To know the characters and settings from a range of familiar stories</li> <li>To be able retell three traditional tales and recite five nursery rhymes</li> <li>To be able to make predictions of what might happen in a story</li> <li>To retell familiar stories in the right order including key vocabulary</li> <li>To be confident to 'have a go' at writing words that cannot be phonetically decoded</li> <li>To write simple sentences and phrases that I can read and that can be read by others</li> <li>To enjoy writing for a range of purposes including drawing club</li> </ul>		
 <p style="text-align: center;"><b>EEF Research Supported</b></p>		
<p><b>Skills</b> – comprehension of language, spoken and written, recognising rhyme, repetition, alliteration, oral blending and segmenting, fluency in reading and decoding, fine motor skills for writing, composition, transcription, re reading for meaning</p>		
<p><b>ELG: Comprehension</b></p> <ul style="list-style-type: none"> <li>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</li> <li>Anticipate – where appropriate – key events in stories</li> </ul>	<p><b>ELG: Word Reading</b></p> <ul style="list-style-type: none"> <li>Children at the expected level of development will: - Say a sound for each letter in the alphabet and at least 10 digraphs</li> <li>Read words consistent with their phonic knowledge by sound-blending;</li> </ul>	<p><b>ELG: Writing</b></p> <ul style="list-style-type: none"> <li>Children at the expected level of development will</li> <li>Write recognisable letters, most of which are correctly formed</li> <li>Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple</li> </ul>

## EYFS Learning Journey

<ul style="list-style-type: none"> <li>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul>	<ul style="list-style-type: none"> <li>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>	<p>phrases and sentences that can be read by others</p>
<b>Phonics</b>		
<p><b>Reading</b> The children:</p> <ul style="list-style-type: none"> <li>Learn 44 sounds and the corresponding letters/letter groups using simple picture prompts – see below</li> <li>Learn to read words using Fred talk and sound blending</li> <li>Read from a range of storybooks and non-fiction books matched to their phonic knowledge</li> <li>Work well with partners</li> <li>Develop comprehension skills in stories by answering 'Find It' and 'Prove It' discussion questions</li> </ul>	<p><b>Writing</b> The children:</p> <ul style="list-style-type: none"> <li>Learn to write and form the letters/letter groups which represent the 44 sounds with the help of fun phrases</li> <li>Learn to write words by using Fred Talk</li> <li>Learn to build sentences by practising sentences out loud before they write</li> </ul>	<p><b>Talking</b> The children work in pairs so that they:</p> <ul style="list-style-type: none"> <li>Answer every question</li> <li>Practise every activity with their partner</li> <li>Take turns in talking and reading to each other</li> <li>Develop ambitious vocabulary</li> </ul>
<p><b>Set 1 Sounds</b> m a s d t, i n p g o, c k u b, f e l h sh, r j v y w, th z ch qu x ng nk</p>	<p><b>Set 2 sounds</b> ay, ee, igh, ow (as in blow) oo (as in zoo) oo (as in look), ar, or, air, ir, ou (as in out), oy.</p>	<p><b>Set 3 Sounds.</b></p> <ul style="list-style-type: none"> <li>ea (as in tea)</li> <li>oi (as in spoil)</li> <li>a-e (as in cake)</li> <li>i-e (as in smile)</li> <li>o-e (as in home)</li> <li>u-e (as in huge)</li> <li>aw (as in yawn)</li> <li>are (as in care)</li> </ul>

## EYFS Learning Journey

### Nonsense words/Alien words - What a load of nonsense!

As well as learning to read and blend real words children will have plenty of opportunities to apply their sound recognition skills on reading 'Nonsense words'. These words will also feature heavily in the Year One Phonics Screening check in the summer term. These words provide endless opportunities for children to apply and practice their thinking in a range of different contexts.

Children will be introduced to 'Ditty books' when they successfully begin to read single words. The short vowels should be kept short and sharp. Children use sound-blending (Fred Talk) to read short ditties.

Within all the RWI sessions/books children will be exposed to **red** and **green** words to learn to help them to become speedy readers. **Red** words are words that are not easily decodable ("You can't Fred a red") and challenge words to extend children's vocabulary. **Green** words are linked to the sounds they have been learning and are easily decodable.

#### Order of Story books:

Children will hopefully follow the order listed below. The expectation is that all children will leave Year One as confident, speedy readers, ready to take on the challenges of Year Two. However, some children may need extra support and your teacher will talk to you about this.

Books	Year Group Expectations
<b>Red Ditty 1-10</b>	Reception
<b>Green 1-10</b>	Reception
<b>Purple 1-10</b>	Reception
<b>Pink 1-10</b>	Reception/Year One



### Oracy – Reading – Writing Drivers

#### Nursery

Story Dough is an immersion into the magic world of story dreaming with small groups of children. It is best used as a 'pop-up' in the flow of the day and its joy can be shared with children as little or often as you want.



Using the medium of playdough, Story Dough tips children into landscape of nonsense, rhyme, language, delicious vocabulary, mark making, make-believe, mathematics and story. It is unlimited in where the adventure with Story Dough can take the children.

#### Reception

- Immerse children in the world of story and show them the joy of who you are
- Share a treasure trove of vocabulary with children to open up the playground of language to them
- Give yourself the opportunity to create a library of progress that can be astonishing
- Develop children's creativity and imagination to show them that they are extraordinary
- Give your children age-appropriate practice that is highly engaging and grounds children in the joy of book snuggling.



## EYFS Learning Journey

### Mathematics Curriculum Goals

#### **Intent**

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.

#### **Curriculum Goals**

- To confidently count to 20 and beyond
- To match numerals with number values and write numbers to 10
- To be able to count by subitising and using 1-1 correspondence
- To have an in-depth knowledge of numbers to 10, including number bonds, odd and even numbers and doubles
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- To name 2D and 3D shapes and make patterns
- To be able to have a go at solving mathematical problems and not to be afraid to make mistakes
- To be able to explain mathematical thinking and ideas using mathematical language and concepts
- To know the days of the week, months of the year and the seasons
- To be able to simply compare the weight, length and capacity of an object
- To know that money is used to buy things

**Skills** – counting, representing, subitising, comparing, creating patterns, partitioning, combining, sharing, measuring, describing, exploring, manipulating, reasoning, recall, abstract thinking




#### **ELG: Number**

- Have a deep understanding of number to 10, including the composition of each number
- Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

#### **ELG: Numerical Patterns**

- Verbally count beyond 20, recognising the pattern of the counting system
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity

## EYFS Learning Journey

	<ul style="list-style-type: none"> <li>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>	
<p><b>Mastering Number</b> 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 style="text-align: center;"><b>EEF Research Supported</b></p> <div style="text-align: center;">  </div>	<p><b>Mastering Number</b> 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> <div style="text-align: center;">  </div>	<p><b>Mastering Number</b> 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> <div style="text-align: center;">  </div>

## EYFS Learning Journey

### Nursery White Rose Maths Overview

<b>Comparison 1</b>	<b>Shape, space and measure 1</b>	<b>Pattern 1</b>	<b>Counting 1</b>	<b>Counting 2</b>	<b>Subitising 1</b>
<b>More than, fewer than, same</b>	<b>Explore and build with shapes and objects</b>	<b>Explore repeats</b>	<b>Hear and say number names</b>	<b>Begin to order number names</b>	<b>I see 1, 2, 3</b>
<b>Pattern 2</b>	<b>Shape, space and measure 2</b>	<b>Subitising 2</b>	<b>Counting 3</b>	<b>Shape, space and measure 3</b>	<b>Pattern 3</b>
<b>Join in with repeats</b>	<b>Explore position and space</b>	<b>Show me 1, 2, 3</b>	<b>Move and label 1, 2, 3</b>	<b>Explore position and routes</b>	<b>Explore patterns</b>
<b>Counting 4</b>	<b>Shape, space and measure 4</b>	<b>Subitising 3</b>	<b>Comparison 2</b>	<b>Pattern 4</b>	<b>Shape, space and measure 5</b>
<b>Take and give 1, 2, 3</b>	<b>Match, talk, push and pull</b>	<b>Talk about dots</b>	<b>Compare and sort collections</b>	<b>Lead on own repeats</b>	<b>Start to puzzle</b>
<b>Pattern 5</b>	<b>Subitising 4</b>	<b>Counting 5</b>	<b>Pattern 6</b>	<b>Counting 6</b>	<b>Comparison 3</b>
<b>Making patterns together</b>	<b>Make games and actions</b>	<b>Show me 5</b>	<b>My own pattern</b>	<b>Stop at 1, 2, 3, 4, 5</b>	<b>Match, sort, compare</b>

# EYFS Learning Journey

## Reception White Rose Maths Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	Getting to know you	Match, sort and compare <small>Free trial</small> VIEW	Talk about measure and patterns VIEW	It's me 1, 2, 3 VIEW	Circles and tri... VIEW	1, 2, 3, 4, 5 VIEW	Shapes with 4 ... VIEW					
Spring term	Alive in 5 VIEW	Mass and capa... VIEW	Growing 6, 7, 8 VIEW	Length, height and time VIEW	Building 9 and 10 VIEW	Explore 3-D shapes VIEW						
Summer term	To 20 and beyond VIEW	How many now? VIEW	Manipulate, compose and decompose VIEW	Sharing and grouping VIEW	Visualise, build and map VIEW	Make connecti... VIEW	Consolidation					

## EYFS Learning Journey

### Specific Areas

#### Understanding the World Intent and Curriculum Goals

##### Intent

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 RE / Festivals 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.

##### Curriculum Goals

- To be able to talk about Cranham Primary school and the local area
- To draw a simple map of places that I know
- To explain some similarities and differences between the natural world making comparisons with Africa and Antarctica
- To know about cultures and traditions from other countries
- To understand that people have different values and beliefs and be respectful of these
- To know some Christian values, stories and traditions and why they are important
- To know about other religions
- To talk about my past using appropriate vocabulary
- To talk about how life has changed from when my parents/ grandparents were little
- To talk about sequences such as the school day and be able to sequence stories
- To talk about famous people from the past
- To observe and comment on the differences in the seasons and weather and compare to other hot and cold countries
- To carry out simple scientific investigations to answer a question and understand some important processes and changes
- To explore a range of materials and states of being and say how they have changed over time
- To know that plants grow from a seed and discuss changes
- To know what plants need to grow
- To know that animals live in different habitats
- To begin to understand and ask questions about our natural world


**Skills** – explain, predict, explore, investigate, respect, be curious, make connections, try things in different ways, question, apply skills, concentrate,

## EYFS Learning Journey

<p><b>ELG: Past and Present</b></p> <ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>	<p><b>ELG: People, Culture and Communities</b></p> <ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</li> <li>• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class</li> <li>• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and when appropriate – maps.</li> </ul>	<p><b>ELG: The Natural World</b></p> <ul style="list-style-type: none"> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants</li> <li>• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>
<p><b>Significant People from the Past</b></p>		
<p><b>Nursery</b> – King Charles III  <b>Reception</b> – Guy Fawkes, Mae Jemison, Grace Darling</p>		
<p><b>Exploring Seasons</b></p>		
<p>Exploring changing seasons in Early Years education plays a crucial role in the overall development of children. Here are some reasons why exploring changing seasons is beneficial for children's development:</p> <ul style="list-style-type: none"> <li>• <b>Sensory Stimulation:</b> Each season brings a unique set of sensory experiences. Exploring the sights, sounds, textures, and even smells associated with different seasons provides rich sensory stimulation. This, in turn, aids in the development of the child's sensory processing abilities.</li> <li>• <b>Cognitive Development:</b> Observing and understanding the changes in nature across seasons promotes cognitive development. Children learn to recognise patterns, make comparisons, and categorise information. This cognitive engagement lays the foundation for critical thinking skills.</li> <li>• <b>Language Acquisition:</b> Describing the characteristics of each season, discussing weather changes, and using seasonal vocabulary during activities contribute to language development. Children expand their vocabulary and learn to articulate their observations and experiences.</li> </ul>		

## EYFS Learning Journey

- **Emotional Well-Being:** Connecting with nature and experiencing the beauty of changing seasons has positive effects on emotional well-being. Outdoor activities and nature walks provide opportunities for relaxation, reducing stress, and promoting a sense of calm and happiness.
- **Adaptability and Resilience:** Experiencing seasonal changes teaches children about adaptability. Witnessing the natural world go through cycles helps them understand the concept of change and builds resilience in the face of transitions.
- **Environmental Awareness:** Understanding seasonal changes fosters environmental awareness from an early age. Children develop a sense of responsibility and appreciation for the natural world, laying the groundwork for future environmental consciousness.
- **Cultural Understanding:** Exploring changing seasons allows for the introduction of cultural celebrations and traditions associated with each season. This exposure broadens children's cultural understanding and appreciation for diversity.
- **Curiosity and Inquiry Skills:** The ever-changing nature of seasons naturally sparks curiosity. Encouraging children to ask questions, explore, and seek answers cultivates a mindset of inquiry and lifelong learning.

<p><b>Mini Me</b> All about me and my family When I was a baby Simple body parts Introduction to the 5 senses</p>	<p><b>Lets celebrate</b> Light and dark Nocturnal animals</p>	<p><b>Time for tea</b> Investigations – changes of state – baking/ jelly/  Ogdon Trust Investigaiton – tea time around the world  Ogdon Trust Investigation Goldilocks and the three bears</p>	<p><b>All aboard</b> Pushes and pulls Wind up toys  Ogdon Trust Investigation -the wheels on the Tuk Tuk</p>	<p><b>Down at the bottom of the Garden</b> Life cycles - Caterpillars Growing -beanstalks and sunflowers Minibeast habitats</p>	<p><b>Superheroes</b> People who help us scientists</p> 
<p><b>Marvellous Me</b> All about me and my school Human life cycles and how we grow change Healthy eating Hygiene 5 senses</p>	<p><b>It's Cold Outside</b> Investigations – Changes in state freezing and melting – ice Melting choclate for forest fun snacks Shadow investigations</p>	<p><b>Out of this World</b> The solar system Super Scientist investigations (to be decided)  Ogdon Trust Investigation – Astro Girl</p>	<p><b>Adventures around the World</b> Habitatas – Africa and Antarctica Animals and their features</p>	<p><b>Down on the Farm Animals</b> Mother animals and their young Life cycles – chickens Class wormery Growing vegetables</p>	<p><b>Pack your Bags – Off we go!</b> Investigation - Floating and sinking Recycling Pollution</p>

## EYFS Learning Journey

Ogdon Trust Investigation – Elmer the Elephant				Ogdon Trust Investigation – Three Little Pigs	
<b>History/Geography</b>					
<b>Mini Me</b>  My Nursery Environment	<b>Let's Celebrate</b> Birthdays - getting older. Chnages from being a baby  Countries of celebrations	<b>Time for Tea</b> Famous person study - King Charles III  Food from around the world	<b>All Aboard</b> Old and new vehicles  My local area	<b>Down at the Bottom of the Garden</b>  Physical and human features of a garden	<b>Superheroes</b>  My school community (transititon)
<b>Marvelous Me</b> Life cycles – how I have changed  Where I live My school community and local area	<b>It's Cold Outside</b> Famous person study - Guy Fawkes  Enviornment walk	<b>Out of this World</b> Famous person study – Neil Armstrong Mae Jamison Tim Peake - Chronology	<b>Adventures around the World</b> History of aeroplanes - chronology  Contrasting localities – hot/cold – Africa/ Antarctica - Physical and human feastures	<b>Down on the Farm</b> Farming in the past  Reading and drawing maps  Physical and human features on maps	<b>Pack your Bags we are off!</b> Seaside holidays in the past  Seas and oceans  Seasides are found on the coast  Physical and human features of seaside locations
<b>RE -Worcestershire Agreed Syllabus Coverage</b>					
Being special – where do we belong?	Incarnation – why do Christians perform nativity plays	What times or stories are special and why?	Salvation – why do Christians put a cross in the Easter garden?	God and creation – why is the word God so important to Christians?	What places are special and why?

## EYFS Learning Journey

### Expressive Arts and Design Intent and Curriculum Goals

#### Intent

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.

#### Curriculum Goals

- To know how to mix primary colours to make secondary colours
- To make detailed observational drawings and paintings of people, landscapes and animals
- To select the appropriate tools and materials required for given tasks
- To be inspired by the work of famous artists
- To make a model using malleable materials such as clay
- To know how to join materials such as paper card and junk model materials
- To be able to design, plan and make a model using construction or junk modelling materials
- To be able to confidently sing a range of familiar songs and nursery rhymes
- To be able to keep a beat by clapping and using musical instruments
- To be able join a sequence of movements to be able to perform a simple dance routine
- To engage in creative role play and small world play using props to act out their own and familiar stories

**Skills** – imagine, create, explore, observe, participate, express, communicate, interact, interpret, appreciate, engage, motor control, competence, co operate, experiment, share, explain, sing, move, dance,

#### ELG: Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function
- Share their creations, explaining the process they have used
- Make use of props and materials when role playing characters in narratives and stories

#### ELG: Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher
- Sing a range of well-known nursery rhymes and songs
- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

## EYFS Learning Journey

Famous Artists to Explore					
<p><b>Nursery –</b>  <b>Vincent Van Gough</b> - Celebrations - Stary Night.  <b>Vincent Van Gough</b> - Down at the bottom of the garden – Sunflowers.  <b>Matisse</b> – Down at the bottom of the garden - collage snails</p>					
Painting and Drawing	Printing	Sculpture	Textiles	Cooking and Nutrition	
<p><b>Andy Warhol</b>  <b>Marvelous Me</b>                      Self portraits</p>	<p><b>William Morris</b>  <b>Down on the farm</b>                      Rubbings                      Natural prints</p>	<p><b>Andy Goldsworthy</b>  <b>Autumn</b>                      Natural sculptures</p>	<p><b>Adventures around the world</b>                      African art – Handa's surprise</p>	<p><b>Famous person study</b>                       Jamie Oliver</p>	<p><b>Trips/ visitors</b>                       Lunch time supervisor visit                      Kitchen staff visit                      Sainsbury shopping visit                      Visit to pizza express to make pizzas</p>
Scheme - Music - Kapow					
Introduction to music	Celebration music	Exploring Sound	Music and Movement	Musical Stories	Big Band