

The Pinnacle Federation – EYFS curriculum

Hawkesbury Primary School

Wren Class

The Hawkesbury Vision, ‘enabling everyone to flourish’. Our vision is based on Psalm 1 verse 3 which says: “They are like trees growing beside a stream, trees that produce fruit in season and always have leaves. Those people succeed in everything they do.”

Our Ethos is to provide a caring, Christian environment where all can enjoy, achieve and believe.

Our core values help us to live out our vision. These are:

Respect-The story of The Good Samaritan reminds us that we should respect each other and celebrate our differences.

Creativity-The story of The Creation reminds us of the importance of our wonderful world and that we can all be creative in our own way.

Perseverance-The story of Moses leading the Hebrews out of Egypt reminds us that we need to keep trying and never give up.

At Hawkesbury CE VC Primary School it is our intent to provide a firm foundation on which all aspects of education are built. The Early Years Foundation Stage (EYFS) provides a broad, balanced curriculum which is wide ranging in approach where the learning environment is motivating, exciting and caring in order to promote children’s positive self-esteem and to foster a love of learning. We work in partnership with parents so children develop physically, verbally, cognitively and emotionally whilst embedding a positive attitude to school and a love of learning. We believe all children deserve to be valued as individuals and are passionate in allowing all children to achieve their full, unique potential.



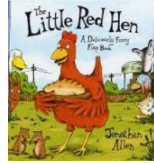
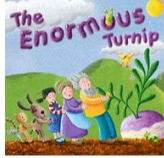
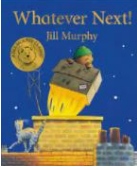




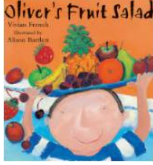

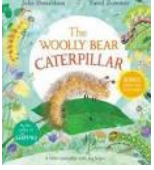

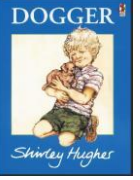
At Hawkesbury CE VC Primary School we carefully develop our EYFS Curriculum considering unique needs and each stage of development. Our curriculum for the Foundation Stage is based on Prime and Specific areas of learning. The teaching of these areas of learning is practical and playful with support and challenge from adults in class sessions, small group sessions and working with individuals. There is a combination of adult-led, teacher taught sessions as well as a wealth of stimulating continuous provision opportunities. Throughout all of these areas of learning and at the heart of the EYFS Curriculum are the characteristics of effective learning. We strive to develop these key principles of “Playing and Learning”, “Active Learning” and “Thinking Critically” in order to give the children the skills that they will continue to draw upon throughout their development.

Four guiding principles are:

- every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured
 - children learn to be strong and independent through **positive relationships**
 - children learn and develop well in **enabling environments with teaching and support from adults**, who respond to their individual interests and needs and help them to build their learning over time.
- Children benefit from a **strong partnership** between practitioners and parents and/or carers.
- importance of **learning and development**. Children develop and learn at different rates.

Characteristics of Effective Learning

- **Playing and exploring**: - Children investigate and experience things, and ‘have a go’. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning

<ul style="list-style-type: none"> • Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence. • Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions. 						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible themes / interests / Lines of Enquiry	Settling in – Who we are and our families and where do we live? Harvest (including in the past) Autumn	Celebrations Remembrance Bonfire night Diwali Christmas Past and present	Winter The wider world Lunar New Year	Being healthy (including oral health) Spring Easter	Life cycles and growth Minibeasts Traditional tales	Enquiry – What makes a good show Our village in the past Memories and transition
Linked to Values	Respect Perseverance	Respect Creativity	Perseverance Respect	Respect Perseverance	Creativity Respect	Creativity Respect Perseverance
Possible texts	<p>All are welcome by Alexandra Penfold</p>  <p>Here we are by Oliver Jeffers</p>  <p>The Little Red Hen</p>  <p>The enormous turnip</p> 	<p>Whatever Next by Jill Murphy</p>  <p>One Hundred Steps – Captain Sir Tom Moore</p> 	<p>Stickman by Julia Donaldson</p>  <p>The magic paintbrush by Julia Donaldson</p>  <p>Coming to England by Floella Benjamin</p> 	<p>Oliver's fruit salad by Vivian French</p>  <p>Supertato by Sue Hendra</p>  <p><u>King Charles Coronation</u> Zog Paddington Bear Sleeping Beauty</p>	<p>The Woolly Bear Caterpillar by Julia Donaldson</p>  <p>Eric Carle books</p> 	<p>http://www.hawkesburyshew.org/</p> <p>Dogger by Shirley Hughes</p> 
WOW moments	Church visit	Theatre trip		Farm visit Church visit	Wild place visit / Westonbirt	Allotment visit Wren Class Village Show

Parental engagement opportunities	Home visits Phonics and reading workshop Harvest celebration	Parental workshop Nativity	Parental workshop	Phonics and reading update workshop. Parental workshop Easter celebration	Parental workshop	Wren Class Show
Opportunities for continuous provision	Painting self-portraits Family portraits Who we are – diversity Harvest from our garden Exploring harvest produce – wheat etc. Scarecrow making Baking bread	Firework pictures and crafts Electricity – circuits Dark tent / space rocket Santa’s workshop Christmas decorations	Shop Ice challenges – floating and sinking, getting dinosaurs out of the ice Restaurant	Exploring fruit and veg – sampling Exercise – circuits / challenges Tooth brushing (large teeth) Signs of spring observations Easter garden Fruit and veg shop Small world farm		
Vocabulary for themes	<ul style="list-style-type: none"> Family, friends, brother, sister, community, grandparents, home, park, library, museum, police, firefighter, nurse. Autumn: change, harvest, combine, crops, vegetables, harvest loaf, giving thanks, colours, fallen, hibernation, crunchy, crisp Weather: clouds, sunshine, rain, foggy, windy, wet, cold	<ul style="list-style-type: none"> Celebration, belief, Diwali, diva, fireworks, remembrance, tradition, Christmas, Jesus, nativity (and associated language), past. 	<ul style="list-style-type: none"> Winter: bare, frosty, dead, snow, ice, cold, nature. Weather related words: clouds, sunshine, rain, snow, ice Countryside, city, town, village, Yate, Bristol, England, United Kingdom, Europe, map, sea, land. China, celebration, dragon, lion, emperor, Chinese food related words. 	<ul style="list-style-type: none"> Balanced diet, fruit, vegetables, 5 a day, well-being, physical and mental health, exercise, healthy, screen time. Toothbrush, toothpaste, gums, dentist, brushing. Spring: bud, blossom, bloom, growth, roots, shoots, germination, new life. Weather related words: clouds, sunshine, rain Easter: belief (some people), reborn, new life, Jesus, cross, forgiveness, Bible, disciples. 	<ul style="list-style-type: none"> Life cycles: frog, tadpole, frogspawn, froglet, butterfly, caterpillar, egg, chrysalis, change, cycle. Mini beasts: worm, spider, woodlice, earwigs, centipede, legs, body, head, antennae, habitat. <ul style="list-style-type: none"> King, Queen, Castle, Coronation, crown, jubilee, prince, palace, orb, crown jewels, throne 	<ul style="list-style-type: none"> Past, show, maypole, competition, display, research, tradition, memory, photograph, website, produce, recipes, model, rosette, certificate. Moving-on, older, transition.
KS1 Enquiries (Year A)	What is home? Scientist How are schools the same? Geographer	How can we help? Philosopher	What did Brunel did for Great Britain? Historian	How do we live a healthy life? Scientist How do plants grow near me? Scientist	How will we get around in the future? Geographer	What could my classroom be made out of? Scientist
KS1 Key vocabulary (Year A)	Dead, alive, never alive • Habitats • Micro and Macro • Offspring • Line • Texture Common classroom objects • Locality • Village, town or city and county • England, Britain, United Kingdom • Names of countries and continents	Kindness • Charity • Giving • Technique • Modelling • Animation; still, frame • Background/foreground	Present: today, now • Past • Significant • Engineer/ing • Strengthening • Evaluation • Improvement	Nutrition • Food • Source • Wild/Farmed • Prepared • Healthy • Balanced • Exercise Roots, stem, flower, seeds • Continent [names of] • Ocean [names of] • Hot, cold, variable [climate] • Water, light, nutrition	Present: today, now • Past: Years ago, decades ago • Future: ‘tomorrow’s’ • Continents, oceans etc. • Map, atlas • Travel, journey, destination • Soundtrack	Material • Purpose • Function • Fixing • Strengthen Everyday materials • Squashing, bending, twisting, stretching. • Cutting, shaping, joining, finishing • Building/Builder • Architecture/Architect • Engineer • Construction
KS1 Enquiries (Year B)	What grows near me? Scientist	How do we play in different ways? Historian How do we move around?	Where is my school? Geographer	What might I do in the future?	Who helps who? Historian	What am I? Musician/Scientist

				What could Artists do? Artist		What could my hat be made of? Engineer
KS1 Key vocabulary (Year B)	Common ● Wild ● Root, Stem, Leaves, Flower ● Forest, soil, vegetation, garden, seasons and weather ● City, town, farm, country	Present: today, now ● Near past: yesterday, last week ● Far past: years ago, decades ago, generations ● Change Fold ● Slide ● Pivot ● Lever ● Locality	Globe, Atlas, Map ● Key, symbols ● Human and physical geography ● Similarity and difference ● Compare and contrast	Cutting ● Shaping ● Joining ● Finishing ● Representing	Present, living memory (recent past), past. ● Local ● Significant individual ● Similarity ● Difference ● Contribution ● Helping others	Animal ● Humans ● Mammals, Reptiles, Birds, Amphibians, Fish ● Omnivore, carnivore, herbivore ● Senses ● Sensory organs: ear, eye, tongue, skin, nose Colour ● Pattern ● Texture ● Line, ● Shape ● Form ● Space
Curriculum Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Communication and Language	<p>➤ Educational Programme: 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</p>					
	<p>Core Knowledge / skills and concepts. By the time children finish in EYFS we want them...</p> <p>➤ To talk confidently to peers and adults about their learning and interests</p> <p>➤ To be able to recite 3 poems and 3 stories using a story map as support</p> <p>➤ To use an increasingly diverse range of vocabulary in meaningful contexts</p> <p>➤ To actively join in with stories</p> <p>➤ To develop increasing confidence to share learning with others, including in front of an audience</p> <p>➤ To be able to say hello in different languages</p>					
	<p>➤ Establish rules for listening and speaking within the class.</p> <p>➤ Find out about each other.</p> <p>➤ Understand how to listen carefully and why listening is important.</p> <p>➤ Daily story time with high quality texts.</p> <p>➤ Introduce Poetry basket – initial poems.</p> <p>➤ Introduce TfW to retell a familiar story.</p>	<p>➤ Introduce helicopter stories.</p> <p>➤ Ask questions to find out more and to check they understand what has been said to them.</p> <p>➤ Extend vocabulary in role play through modelling.</p> <p>➤ Develop social phrases.</p> <p>➤ Describe events in some detail.</p> <p>➤ Use a story map to retell a story.</p>	<p>➤ Introduce Wren of the Week – opportunities to share their own personal experiences.</p> <p>➤ Engage in non-fiction books</p> <p>➤ Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>➤ Talk about prior learning supported through floor book and learning diary reviews.</p> <p>➤ Share a story with buddies</p>	<p>➤ Use new vocabulary in different contexts – extend vocabulary through opportunities in the environment.</p> <p>➤ Present in front on an audience for the Easter service.</p>	<p>➤ Connect one idea or action to another using a range of connectives.</p> <p>➤ Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</p>	<p>➤ Consolidation</p> <p>➤ Confidence to talk about their learning and relate it to prior experiences.</p>

	<div>Ongoing</div> <div><div><div>➤ Learn new vocabulary.</div><div>➤ Use new vocabulary through the day.</div><div>➤ Articulate their ideas and thoughts in well-formed sentences.</div></div><div><div>➤ Listen to and talk about stories to build familiarity and understanding.</div><div>➤ Learn rhymes, poems, and songs.</div><div>➤ Engage in story times.</div></div><div><div>➤ Listen carefully to rhymes and songs, paying attention to how they sound.</div><div>➤ Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</div></div></div>					
Sign posting / useful links - Communication and language	<div><div>• NHS Speech and language toolkit: Advice on early communication and language, speech sounds, stammering and reluctant talkers / selective mutism https://www.cpft.nhs.uk/speech-and-language-therapy-toolkit/</div><div>• Speech and Language support in South Glos: https://cchp.nhs.uk/explore-cchp/childrens-speech-language-therapy/childrens-slt-team</div></div>					
Personal, Social and Emotional Development	<div>➤ Educational Programme: 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.</div>					
	<div>Core Knowledge / skills and concepts. By the time children finish in EYFS we want them....</div> <div><div><div>➤ To know how to be a good friend</div><div>➤ To be independent and challenge themselves</div><div>➤ To understand our school rules of ‘Be ready, Be respectful, Be safe’</div><div>➤ To learn how to manage new situations, people and ideas with courage and interest</div></div></div>					
	<div><div>➤ Settle into the school environment and start to build up new positive relationships with new friends and adults.</div><div>➤ See themselves as a valuable individual.</div><div>➤ Recognise their own emotions and how to respond to these appropriately.</div><div>➤ Express their feelings and consider the feelings of others.</div><div>➤ Begin to solve problems using leant strategies.</div><div>➤ Set a simple goal in discovery time.</div><div>➤ Able to go to the toilet and wash their hands independently.</div></div>	<div><div>➤ Show resilience and perseverance in the face of challenge.</div><div>➤ Identify and name their emotions and moderate their own feelings socially and emotionally.</div><div>➤ Know about what makes up a healthy diet.</div><div>➤ Know other ways to keep healthy – sleep, brushing teeth, regulate screen time, outside play, drinking water.</div></div>	<div><div>➤ Resolve conflicts with minimal adult intervention by using tools such as a timer and ‘Stop I don’t like it...’</div><div>➤ Persevere – to keep trying and accept if things do not go to plan.</div><div>➤ Think about the perspectives of others and begin to take these into account in play.</div><div>➤ Manage their own needs.</div><div>➤ Recognising and naming parts of their bodies and know how they have changed since they were a baby.</div></div>			
	<div>These statements have been split to show areas of particular focus each term. These statements will be ongoing throughout the year.</div>					
Jigsaw PSHE Theme	Being Me in My World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
Sign posting / useful links – Personal, social and Emotional Development	<div><div>• NHS Mental Health support: Services - South Gloucestershire Talking Therapies - NHS (www.nhs.uk)</div><div>• Young Minds: The UK’s leading charity fighting for children and young people’s mental health. Offers confidential online and telephone information and support for anyone worried about the emotional, behaviour, or mental health of a child/young person up to 25 years of age, including ADHD, Autism and Aspergers YoungMinds Mental Health Charity For Children And Young People YoungMinds</div><div>• FFLAG: A national voluntary organisation and registered charity. They are dedicated to supporting parents and families and their LGBT+ members. https://www.fflag.org.uk/</div><div>• Leading Light: Education and Wellbeing work with families, children and young people. Offer one to one tuition from primary to undergraduate including specialist needs, homeschooling, mentoring, advocacy and specialist advice, and therapeutic services like counselling https://leadinglightseducationandwellbeing.org.uk/</div><div>• South Glos Parents and Carers: South Glos Parents and Carers are a supportive community of parents and carers who work to improve services and support for children, young people with additional needs and their families. https://www.sglospc.org.uk/</div></div>					

	<ul style="list-style-type: none">● Homestart: Independent registered charity that supports families with at least one child under five, living in Bristol and South Gloucestershire, including emotional and practical support in the home. www.homestartbristol.org.uk					
Physical Development	<p>➤ Educational Programme: 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>Core Knowledge / skills and concepts. By the time children finish in EYFS we want them...</p> <ul style="list-style-type: none">➤ To be able to get changed for PE independently➤ To be able to throw and catch a ball➤ To be able to join a sequence of movements to perform a simple gymnastic or dance routine➤ To be able to say how to keep themselves healthy and happy➤ To hold a pencil using a tripod grip➤ To be able to use cutlery effectively➤ To be able to use scissors and other tools affectively					
	<p>Gross motor</p> <ul style="list-style-type: none">➤ Introduce PE sessions developing listening skills through introductory warm-up games and parachute games. <p>Fine motor</p> <ul style="list-style-type: none">➤ Know how to hold a pencil effectively.➤ Write Dance to support fine motor control development➤ Introduce dough Disco to support fine motor control <p>Managing self</p> <ul style="list-style-type: none">➤ Develop the skills they need to manage the school day successfully:<ul style="list-style-type: none">- lining up and queuing- mealtimes – including using a knife and fork.- personal hygiene	<p>Gross motor</p> <ul style="list-style-type: none">➤ Begin to get changed for PE with some independence.➤ Revise and refine the fundamental movement skills they have already acquired:<ul style="list-style-type: none">- rolling, crawling, walking, jumping, running, hopping, skipping, climbing➤ Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group – learn rules and expectations of equipment. <p>Fine motor</p> <ul style="list-style-type: none">➤ Hold a pair of scissors effectively to cut a piece of paper. <p>Managing self</p>	<p>Gross motor</p> <ul style="list-style-type: none">➤ Begin Future Stars sessions – PE Fundamentals, basic PE skills showing some control.➤ Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming <p>Fine motor</p> <ul style="list-style-type: none">➤ Begin to develop the foundations of a handwriting style which is fast, accurate and efficient.➤ Begin to safely use small woodwork tools. <p>Managing self</p>	<p>Gross motor</p> <ul style="list-style-type: none">➤ Future Stars – ball skills. Develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.➤ Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. <p>Fine motor</p> <p>Managing self</p> <ul style="list-style-type: none">➤ Know and talk about the different factors that support their overall health and wellbeing:<ul style="list-style-type: none">- regular physical activity- healthy eating- toothbrushing- sensible amounts of ‘screen time’- having a good sleep routine- being a safe pedestrian	<p>Gross motor</p> <ul style="list-style-type: none">➤ Future Stars – Gymnastics: safe use of equipment, focus on movement, jumping and balancing.➤ Combine these different movements with ease and fluency➤ Progress towards a more fluent style of moving, with developing control and grace. <p>Fine motor</p> <p>Managing self</p>	<p>Gross motor</p> <ul style="list-style-type: none">➤ Future Stars – Athletics➤ Sports day – including understanding the competitive element of sport, to try our best and to accept if things do not go to plan. <p>Fine motor</p> <p>Managing self</p> <ul style="list-style-type: none">➤ Develop the foundations of a handwriting style which is fast, accurate and efficient.

	<p>Ongoing</p> <ul style="list-style-type: none"> ➤ Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. ➤ Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. ➤ Develop overall body-strength, balance, co-ordination and agility. 		
Sign posting / useful links – Physical Development	<ul style="list-style-type: none"> • ERIC: The Children's Bowel & Bladder Charity has been dedicated for over 30 years to improving the lives of all children and teenagers in the UK facing continence challenges. https://www.eric.org.uk/ • REACH: A free programme of fun and engaging activities for families that encourages them to be fitter, healthier and happier by helping them make gradual changes to the food they eat and the physical activity they take. Group programmes for 4-11 and 7 - 11 year olds and their families. www.southglos.gov.uk/reach • Cerebra Sleep Service: Advice and guidance on refusing to go to bed, difficulty going to sleep, not wanting to sleep alone, waking up during the night, waking up early etc. https://www.cerebra.org.uk/help-and-information/sleep-service/ • Incredible Kids: Inclusive play sessions in Bristol. Support, advice, friendship or fun inclusive family play you will find something for everyone in your family at Incredible Kids. www.incrediblekids.org.uk • Jigsaw, Thornbury: We understand the issues of parents with children who have additional needs, resources available to loan. https://www.jigsawthornbury.org.uk/ • Campus Skateparks: Not for profit organisation that uses the positive energy and influence of skateboarding to engage with children and young people https://www.campuskateparks.co.uk/about • Yate Leisure Centre: Monday-Friday 6:15am-9:15pm, Saturday 8am-6pm, Sunday 8am-9:15pm Yate Leisure Centre Gym Swimming Pool Active Centres • One You: South Glos physical activity guidance and signposting to local activities. https://oneyou.southglos.gov.uk/for-your-body/move-more/active-living/ • Bristol Family Cycle Centre: https://betterbybike.info/cycling-centres/bristol-family-cycling-centre/ 		
Literacy	<p>➤ Educational Programme: 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>Core Knowledge / skills and concepts. By the time children finish in EYFS we want them...</p> <ul style="list-style-type: none"> ➤ To read a Phase 4 level book with fluency and expression and talk about what they have read ➤ To be able to decode unfamiliar words with confidence (Phase 4 level) ➤ To write a story using up to Phase 4 phonics and Talk for Writing strategies ➤ To be able to recite 3 poems and 3 stories 		
	<p>Phonics</p> <ul style="list-style-type: none"> ➤ Phase 2 (Week 2 onwards) and Phase 3 using Unlocking Letters and Sounds as DfE accredited SSP. <p>Author (reader)</p> <ul style="list-style-type: none"> ➤ Read individual letters by saying the sounds for them. ➤ Introduce guided reading – decoding, prosody and comprehension. ➤ Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. ➤ Read and spell Phase 2 Common Exception Words – I, no, go, to, the. ➤ Read Phase 3 Common Exception Words – he, she, we, me, be, was, my, you, they , her, all, are. ➤ Introduce Helicopter Stories – supporting imagination to tell 	<p>Phonics</p> <ul style="list-style-type: none"> ➤ Phase 3 to complete and then master – Unlocking Letters and sounds as DfE accredited SSP. <p>Author (reader)</p> <ul style="list-style-type: none"> ➤ Read digraphs and trigraphs and say sounds for them. ➤ Guided reading – decoding, prosody and comprehension, Phase 3. ➤ Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few Phase 3 Common Exception Words. ➤ Read Phase 3 Common Exception Words – he, she, we, me, be, was, my, you, they , her, all, are. <p>Author (writer)</p>	<p>Phonics</p> <ul style="list-style-type: none"> ➤ Phase 4 and then master – Unlocking Letters and sounds as DfE accredited SSP. <p>Author (reader)</p> <ul style="list-style-type: none"> ➤ Guided reading – decoding, prosody and comprehension, Phase 4. ➤ Read Phase 4 Common Exception Words – said, so, have, like, some, come, there, little, one, do, when out, what. <p>Author (writer)</p> <ul style="list-style-type: none"> ➤ Write Phase 4 Common Exception Words – said, so, have, like, some, come, there, little, one, do, when out, what. ➤ Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. ➤ Re-read what they have written to check that it makes sense.

	<p>stories.</p> <p>Author (writer)</p> <ul style="list-style-type: none">➤ Spell words by identifying the sounds and then writing the sound with letter/s using Phase 2 phonics.➤ Talk for Writing texts:<ul style="list-style-type: none">➤ Fiction: The little Red Hen, The Enormous Turnip, Whatever Next➤ Non-fiction: Information sentence – famous people (Captain Sir Tom Moor, Guy Fawkes)		<ul style="list-style-type: none">➤ Spell words by identifying the sounds and then writing the sound with letter/s using Phase 3 phonics.➤ Form lower-case and capital letters correctly.➤ Spell Phase 3 Common Exception Words – he, she, we, me, be, was, my, you, they , her, all, are.➤ Talk for Writing texts:<ul style="list-style-type: none">➤ Fiction: Stickman, Supertato➤ Non-fiction: Non-Chronological report on Chinese New Year, Poetry – seasons		<ul style="list-style-type: none">➤ Talk for Writing texts:<ul style="list-style-type: none">➤ Fiction: Dogger➤ Non-fiction: Recount - Westonbirt trip, Explanation on life cycles (butterfly), Instructions	
	<p>Ongoing</p> <ul style="list-style-type: none">➤ Read a few common exception words matched to the school’s phonic programme.➤ Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.➤ Form lower-case and capital letters correctly.					
Phonics	Phase 1/2	Phase 2/3	Phase 3	Phase 3	Phase 4	Phase 4
Sign posting / useful links - Literacy	<ul style="list-style-type: none">• Hawkesbury Upton Community Library: Village Hall, Fridays 2.15-4.15pm https://mysodbury.co.uk/sodbury/d/15182/hawkesbury_pton_community• Yate Library: 44 West Walk, Yate https://myyate.co.uk/yate/yate-library• Top Marks Phonics: Interactive phonics games to support phonics learning https://www.topmarks.co.uk/english-games/5-7-years/letters-and-sounds• Phonics Play: Interactive online games to support phonics learning https://www.phonicsplay.co.uk/• Big Cat books: Online books (you will need to subscribe) https://collins.co.uk/pages/collins-big-cat					
Mathematics	<ul style="list-style-type: none">➤ Educational Programme: 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.					
	<p>Core Knowledge / skills and concepts. By the time children finish in EYFS we want them...</p> <ul style="list-style-type: none">➤ To know 3 maths songs / rhymes – 5 little men in a flying saucer, 5 current buns and 10 number bond rap➤ To be able to have a go at solving mathematical problems and not be afraid to make mistakes➤ To be able to explain their mathematical thinking and ideas using mathematical language and concepts➤ 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 some doubles➤ To know 2D and 3D shapes and make patterns➤ To know days of the week, months of the year and seasons➤ To be able to simply compare the weight, capacity or length of an object➤ To know we use money to buy things and have an ideas of its importance in everyday life					
	<p><i>We follow White Rose Maths Planning and NCETM Mastering Number programme</i></p>					

White Rose

Week 1	Week 2	Week 3		Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Getting to Know You			Phase	Just Like Me!			It's Me 1 2 3!			Light and Dark		
Opportunities for settling in, introducing the areas of provision and getting to know the children.			Number	Match and Sort Compare Amounts			Representing 1, 2 & 3 Comparing 1, 2 & 3 Composition of 1, 2 & 3			Representing Numbers to 5. One More and Less.		
Key times of day, class routines. Exploring the continuous provision inside and out. Where do things belong? Positional language.			Measure, Shape and Spatial Thinking	Compare Size, Mass & Capacity Exploring Pattern			Circles and Triangles Positional Language			Shapes with 4 Sides. Time		

Number

- To begin to learn maths related to routines and times of the day; Class timetable, days of the week song, months of the year, short and long date, seasons, etc.
- Begin to use mathematical language used in class.
- Explore, compare, match and sort amounts using loose parts, counters, Numicon and every day resources in continuous provision and on our maths mat.
- Explore representations and compose numbers to 5.
- Subitise amounts to 5.
- Compare amounts to 5.
- Count objects, actions and sounds to 5, and using 1:1 correspondence.
- Begin to find amounts greater and less 5.
- Begin to know some number bonds to 5.
- Use pennies to make amounts to 5p.

Measure, shape and spatial thinking

- Compare and explore size, mass and capacity of objects.
- Begin to say which is bigger / smaller, heavier / lighter, empty / full.
- Make simple ABAB patterns using natural objects, shapes, claps and stamps, etc.
- Spot, describe and make circles, triangles, squares and rectangles.
- Know some 2D shape names,
- Describe how many sides and corners a 2D shape has, and whether it has straight or curved sides.
- Use positional language to describe whether something is on, under, behind, next to, around, etc.

White Rose

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
Phase	Alive in 5!			Growing 6, 7, 8			Building 9 & 10		
Number	Introducing Zero Comparing Numbers to 5 Composition of 4 & 5			6, 7 & 8 Making Pairs Combining 2 Groups			9 & 10 Comparing Numbers to 10 Bonds to 10		
Measure, Shape and Spatial Thinking	Compare Mass (2) Compare Capacity (2)			Length & Height Time			3d-Shape Pattern (2)		

Number

- Use mathematical language to explain ideas and reason about their working.
- Explore representations and compose numbers to 10, including 0.
- Compare amounts to 10.
- Count objects, actions and sounds to 10, and using 1:1 correspondence.
- Begin to find amounts greater and less 10.
- Combine two amounts - Addition
- Know and recall number bonds to 10.
- Make pairs and notice when one is left out (is odd).
- Represent amounts on 10's frames and using Part, Part, Whole model.
- Use pennies and explore other coins to make amounts to 10p.

Measure, shape and spatial thinking

- Use more specific mathematical language to describe length (longer, shorter), height (taller, shorter) and breadth (wider, narrower).
- Compare mass and say whether objects are heavier / lighter than, heaviest / lightest.
- Explore and compare mass using scales.
- Compare capacity and describe containers as tall, thin, narrow, wide, shallow and whether they are full, half full, empty.
- Compare length, height and breadth and measure with non-standard units, e.g. cubes.

White Rose

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Phase	To 20 and Beyond			First Then Now			Find my Pattern			On the Move		
Number	Building Numbers Beyond 10 Counting Patterns Beyond 10			Adding More Taking Away			Doubling Sharing & Grouping Even and Odd			Deepening Understanding Patterns and Relationships		
Spatial Reasoning	Spatial Reasoning (1) Match, Rotate, Manipulate			Spatial Reasoning (2) Compose and Decompose			Spatial Reasoning (3) Visualise and Build			Spatial Reasoning (4) Mapping		

Number

- Build and count objects, actions and sounds beyond 10, and using 1:1 correspondence.
- Explore representations and compose numbers to 20 and beyond.
- Begin to find amounts greater and less to 20.
- Know teen numbers are made up of one ten and so many ones.
- Repeat counting patterns and count in 2's, 10's and 5's.
- Add more than two amounts together.
- Take away amounts to 10.
- Know Odd and Even numbers to 10.
- Double amounts to 10 and share / group evenly.

Measure, shape and spatial thinking

- Use shapes to make other shapes and more complex patterns.
- Draw maps to build spatial reasoning.
- Solve simple problems applying and deepening knowledge taught this term.

	<ul style="list-style-type: none">➤ Talk about night and day and order key events in their daily routine.➤ Begin to measure time in simple ways, e.g. how many sleeps until an important event.➤ Solve simple problems applying and deepening knowledge taught this term.	<ul style="list-style-type: none">➤ Use words now, before, later, soon, after, then, next, yesterday, today and tomorrow to describe when events happen.➤ Know some 3D shape names.➤ Spot, describe, construct and deconstruct with 3D shapes.➤ Describe how many faces a 3D shape has and whether they are flat or curved. Can they stack or will the roll?➤ Make more complex patterns (AABAAB, ABBABB) using natural objects, shapes, claps and stamps, etc.➤ Solve simple problems applying and deepening knowledge taught this term.	
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	<p>Mastering Number Term 1</p> <p>Subitising</p> <ul style="list-style-type: none">➤ perceptually subitise within 3➤ identify sub-groups in larger arrangements➤ create their own patterns for numbers within 4➤ practise using their fingers to represent quantities which they can subitise➤ experience subitising in a range of contexts, including temporal patterns made by sounds. <p>Cardinality, ordinality and Counting</p> <ul style="list-style-type: none">➤ relate the counting sequence to cardinality, seeing that the last number spoken gives the number in the entire set➤ have a wide range of opportunities to develop their knowledge of the counting sequence, including through rhyme and song➤ have a wide range of opportunities to develop 1:1 correspondence, including by coordinating movement and counting➤ have opportunities to develop an understanding that anything can be counted, including actions and sounds➤ explore a range of strategies which support accurate counting. <p>Composition</p> <ul style="list-style-type: none">➤ see that all numbers can be made of 1s➤ compose their own collections within 4. <p>Comparison</p> <ul style="list-style-type: none">➤ understand that sets can be compared according to a range of attributes, including by their numerosity➤ use the language of comparison, including ‘more than’ and ‘fewer than’➤ compare sets ‘just by looking’.	<p>Mastering Number Term 2</p> <p>Subitising</p> <ul style="list-style-type: none">➤ continue from first half-term➤ subitise within 5, perceptually and conceptually, depending on the arrangements. <p>Cardinality, ordinality and Counting</p> <ul style="list-style-type: none">➤ continue to develop their counting skills➤ explore the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand➤ begin to count beyond 5➤ begin to recognise numerals, relating these to quantities they can subitise and count. <p>Composition</p> <ul style="list-style-type: none">➤ explore the concept of ‘wholes’ and ‘parts’ by looking at a range of objects that are composed of parts, some of which can be taken apart and some of which cannot➤ explore the composition of numbers within 5. <p>Comparison</p>	<p>Mastering Number Term 3</p> <p>Subitising</p> <ul style="list-style-type: none">➤ increase confidence in subitising by continuing to explore patterns within 5, including structured and random arrangements➤ explore a range of patterns made by some numbers greater than 5, including structured patterns in which 5 is a clear part➤ experience patterns which show a small group and ‘1 more’➤ continue to match arrangements to finger patterns. <p>Cardinality, ordinality and Counting</p> <ul style="list-style-type: none">➤ continue to develop verbal counting to 20 and beyond➤ continue to develop object counting skills, using a range of strategies to develop accuracy➤ continue to link counting to cardinality, including using their fingers to represent quantities between 5 and 10➤ order numbers, linking cardinal and ordinal representations of number. <p>Composition</p> <ul style="list-style-type: none">➤ continue to explore the composition of 5 and practise recalling ‘missing’ or ‘hidden’ parts for 5➤ explore the composition of 6, linking this to familiar patterns, including symmetrical patterns➤ begin to see that numbers within 10 can be composed of ‘5 and a bit’. <p>Comparison</p> <ul style="list-style-type: none">➤ continue to compare sets using the language of comparison, and play games which involve comparing sets➤ continue to compare sets by matching, identifying when sets are equal explore ways of making unequal sets equal.	<p>Mastering Number Term 4</p> <p>Subitising</p> <ul style="list-style-type: none">➤ explore symmetrical patterns, in which each side is a familiar pattern, linking this to ‘doubles’. <p>Cardinality, ordinality and Counting</p> <ul style="list-style-type: none">➤ continue to consolidate their understanding of cardinality, working with larger numbers within 10➤ become more familiar with the counting pattern beyond 20. <p>Composition</p> <ul style="list-style-type: none">➤ explore the composition of odd and even numbers, looking at the ‘shape’ of these numbers➤ begin to link even numbers to doubles➤ begin to explore the composition of numbers within 10. <p>Comparison</p> <ul style="list-style-type: none">➤ compare numbers, reasoning about which is more, using both an understanding of the ‘how manyness’ of a number, and its position in the number system.	<p>Mastering Number Term 5</p> <p>Subitising</p> <ul style="list-style-type: none">➤ continue to practise increasingly familiar subitising arrangements, including those which expose ‘1 more’ or ‘doubles’ patterns➤ use subitising skills to enable them to identify when patterns show the same number but in a different arrangement, or when patterns are similar but have a different number➤ subitise structured and unstructured patterns, including those which show numbers within 10, in relation to 5 and 10➤ be encouraged to identify when it is appropriate to count and when groups can be subitised. <p>Cardinality, ordinality and Counting</p> <ul style="list-style-type: none">➤ continue to develop verbal counting to 20 and beyond, including counting from different starting numbers➤ continue to develop confidence and accuracy in both verbal and object counting. <p>Composition</p> <ul style="list-style-type: none">➤ explore the composition of 10. <p>Comparison</p> <ul style="list-style-type: none">➤ order sets of objects, linking this to their understanding of the ordinal number system.	<p>Mastering Number Term 6</p> <p>In this half-term, the children will consolidate their understanding of concepts previously taught through working in a variety of contexts and with different numbers</p>

	<ul style="list-style-type: none">➤ compare sets using a variety of strategies, including 'just by looking', by subitising and by matching➤ compare sets by matching, seeing that when every object in a set can be matched to one in the other set, they contain the same number and are equal amounts.		
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Sign posting / useful links - Mathematics	<ul style="list-style-type: none">• White Rose Maths: Home learning resources https://whiterosemaths.com/homelearning• NRICH: Early number and place value information https://nrich.maths.org/10739 activity ideas https://nrich.maths.org/13371• Top Marks Maths: Interactive maths games to support learning https://www.topmarks.co.uk/Search.aspx?Subject=16• NCETM: Early Years Support https://www.ncetm.org.uk/in-the-classroom/early-years/• Number Blocks: Watching episodes and playing games from CBBC https://www.bbc.co.uk/cbeebies/shows/numberblocks• White Rose 1 Minute Maths App: https://whiterosemaths.com/resources/1-minute-maths• Outdoor Maths Games for Early Years: https://www.teachearlyyears.com/learning-and-development/view/making-play-count					
Understanding the World	<p>➤ Educational Programme: 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.</p>					
	<p>Core Knowledge / skills and concepts. By the time children finish in EYFS we want them...</p> <ul style="list-style-type: none">➤ To know about Hawkesbury people, places and traditions➤ To draw a simple map of an area they know➤ To know about cultures and traditions from other countries e.g. food, festivals and houses in China, India, etc➤ To understand that people have different values and beliefs and be respectful of these➤ To talk about their past using appropriate vocabulary and find out how life has changed from when their parents were little (toys, traditions, houses, technology)➤ To observe and comment on differences in the seasons and weather in Hawkesbury and compare to other hot and cold parts of the world➤ To explore a range of materials and states of being and say how they change overtime and in different conditions e.g. ice.➤ To know how plants and animals change over time and understand what they need to grow➤ To explore and talk about different forces➤ To talk about the Earth, sun, moon, planets and stars➤ Know some Christian values, stories and traditions and why they are important➤ Know about some other religions such as Islam, Hinduism and Judaism➤ To complete a simple age-appropriate program using technology➤ To use the IWB to draw a picture➤ To use the internet with adult supervision to find and retrieve simple information of interest.➤ To have been involved in a range of hands-on experiences in the natural environment➤ To have explored and learned from the natural environment through a creative, child-centred learning process➤ To have established skills in outdoor activities they can develop and extend as they do Forest School sessions throughout the school					
	<p>Geographer</p> <ul style="list-style-type: none">➤ Introduce weather monitoring, note changes of seasons from Summer to Autumn.➤ Go on an Autumn / village walk. Observe the world around us and spot landmarks relevant to our school including the Church, the Village Hall, the war memorial, the shop, our houses.	<p>Historian</p> <ul style="list-style-type: none">➤ Talk about children’s memories of Bonfire night, link to their own past.➤ Look at the story of Guy Fawkes and the gun powder plot and Find out why these times are remembered.➤ Find out why we recognise Remembrance Day through the story of Captain Sir Tom Moore and local traditions for Remembrance Sunday.	<p>Geographer</p> <ul style="list-style-type: none">➤ Draw a simple map of a journey.➤ Recognise some environments that are different to the one in which they live; look at the North Pole, which animals live there and what do people wear when they visit?➤ Recognise some similarities and differences between life in this country and life	<p>Scientist</p> <ul style="list-style-type: none">➤ Understand the effects of changing seasons on the natural world around them; go on a spring walk and note signs of spring.➤ Find out how to keep our bodies and teeth healthy including what foods are good for is and why? <p>Philosopher</p> <ul style="list-style-type: none">➤ RE question: Why do Christians put a cross in an Easter garden?	<p>Scientist</p> <ul style="list-style-type: none">➤ Introduce concept of recording scientific observations➤ Explore the natural world around them – plant seeds and observe how they grow and change over time, plant life cycle. What happens if they don’t get the right conditions to grow?➤ Learn how animals and insects change over time –	<p>Geographer</p> <ul style="list-style-type: none">➤ Where do we live – what is important to our community? Find out about Hawkesbury Village Show and celebrate the local area.➤ Look at photographs and maps of the village show and local area.➤ Draw a plan of what ‘Wren Class’ show will look like. <p>Historian</p>

	<ul style="list-style-type: none"> ➤ Where do we live – our village, our country, our world. ➤ Look at photographs and maps of the local area. ➤ Look at an aerial photo of our school grounds. Can we workout spot the features? ➤ Look at a local map, spot the school, roads, park and houses. ➤ Draw plan views of objects, class, route in school; and then draw a simple map of their journey to school. ➤ Introduce Forest School, rules and routines. <p>Historian</p> <ul style="list-style-type: none"> ➤ Talk about members of their immediate family, class, school and community. ➤ Name and describe people who are familiar to them. ➤ Talk about what children did before they came to school e.g. nursery, pre-school, summer holidays etc <p>Scientist</p> <ul style="list-style-type: none"> ➤ Introduce weather monitoring, note changes of seasons from Summer to Autumn. Go on an Autumn walk. <p>Philosopher</p>	<ul style="list-style-type: none"> ➤ Talk about the children’s real memories of last Christmas, how did their parents celebrate Christmas? How has it changed? <p>Scientist</p> <ul style="list-style-type: none"> ➤ Introduce concept of predictions and testing. ➤ Investigate light and darkness – make and find out how shadows are made? Change colours using the light box? ➤ Experiment with electrical circuits – how can we make a bulb light up? ➤ Find out about the sun, moon and planets in our solar system – what are they called and what is special about them? (CI) <p>Philosopher</p> <ul style="list-style-type: none"> ➤ RE question: Why do Christians perform Nativity plays at Christmas? ➤ Recognise that people have different beliefs and celebrate special times in different ways by finding out how people celebrate Diwali and Christmas. ➤ Learn the story of how Jesus was born and take part in the Nativity play. ➤ Learn the story of Rama and Sita and explore the Hindu artefacts. ➤ Recognise that people have different beliefs and celebrate special times in 	<p>in other countries by learning about Lunar New Year. Introduce a range of countries through books (Coming to England by Floella Benjamin)</p> <ul style="list-style-type: none"> ➤ Identify Countries, Continents and capital cities relevant to the cohort (Brazil, Ukraine, Wales). ➤ In depth look at Chinese culture – food, festivals, dancing, traditions and customs. <p>Scientist</p> <ul style="list-style-type: none"> ➤ Understand the effects of changing seasons on the natural world around them; go on a winter walk, what has changed? ➤ Experiment with ice – hot / cold, melting, insolation, floating and sinking. Make predictions and test ideas/ change the conditions ➤ Explore the concept of floating and sinking. <p>Philosopher</p> <ul style="list-style-type: none"> ➤ RE question: What stories are special and why? ➤ Learn about the Lunar New Year and understand how children from some cultures celebrate it. <p>Forest School</p> <ul style="list-style-type: none"> ➤ Develop skills with natural art; creating nature crowns, nature faces, weaving art, 	<ul style="list-style-type: none"> ➤ Recognise that people have different beliefs and celebrate special times in different ways – Take part in Easter celebrations at church. ➤ Understand that some places are special to members of their community; visit the church, the Gurdwara and Cathedral in Bristol to compare. <p>Forest School</p> <ul style="list-style-type: none"> ➤ Develop skills with tools; be confident to use a peeler, palm drill and a hacksaw. 	<p>butterfly life cycle, frog life cycle.</p> <ul style="list-style-type: none"> ➤ Describe what they see, hear and feel whilst outside, making observations. ➤ Observe and record the life cycle of plant of butterfly. ➤ Identify why animals are becoming endangered and what we can do about it. ➤ Understand the benefits of recycling. ➤ Visit Westonbirt Arboretum focus on observation, growing and changing. <p>Philosopher</p> <ul style="list-style-type: none"> ➤ RE question: Where do we belong? <p>Historian</p> <ul style="list-style-type: none"> ➤ King Charles Coronation. Use fiction books to familiarise and use vocabulary related to the monarchy such as; castle. King. Queen. etc. <p>Forest School</p> <ul style="list-style-type: none"> ➤ Develop skills on how to cook on a fire; S’mores, Choco-nana, fruit kebabs, hotdogs and popcorn. 	<ul style="list-style-type: none"> ➤ Comment on images of familiar situations in the past by finding out about the Hawkesbury and the Hawkesbury Show. ➤ Invite a local member of the Parish Show Committee to talk to the children about the show. ➤ Compare and contrast characters from stories, including figures from the past; what was it like when their familiar adults were their age? What toys and technology did they have? <p>Scientist</p> <ul style="list-style-type: none"> ➤ Visit a local allotment. ➤ Investigate shadows – Support children to identify the light source and the object that makes the shadow. Compare shadows on a sunny and cloudy day. Draw round shadows comparing their size and shape. <p>Philosopher</p> <ul style="list-style-type: none"> ➤ RE question: What places are special and why? ➤ Understand that some places are special to members of their community; visit the church and the Gurdwara in Bristol to compare. <p>Forest School</p> <ul style="list-style-type: none"> ➤ Recap & develop on all the skills learnt this year.
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	<ul style="list-style-type: none"> ➤ RE question: Why is the word ‘God’ so important to Christians? ➤ Join in with Harvest celebrations. <p>Forest School</p> <ul style="list-style-type: none"> ➤ Develop skills with clay; creating mini beasts, mini beast homes, nests, bird eggs and bird houses. 	<p>different ways by finding out how people celebrate Diwali and Christmas.</p> <ul style="list-style-type: none"> ➤ Watch the cbeebies let’s celebrate series about Diwali. How did Jessica celebrate? <p>Forest School</p> <ul style="list-style-type: none"> ➤ Develop skills with den making; tepee-style dens, tent-shaped dens, mini dens and den building. 	giant animals, imagination squares and mobiles.			
	<p>Ongoing</p> <ul style="list-style-type: none"> ➤ Describe what they see, hear and feel whilst outside. ➤ Explore the natural world around them. 					
Sign posting / useful links – Understanding the World	<p>A selection of local attractions to complement our learning:</p> <ul style="list-style-type: none"> • Wild Place: https://wildplace.org.uk/ • Aerospace: https://aerospacebristol.org/ • We the Curious: https://www.wethecurious.org/ • M Shed: https://www.bristolmuseums.org.uk/m-shed/ • SS Great Britain: https://www.ssgreatbritain.org/ • Bristol aquarium: https://www.bristolaquarium.co.uk/ • Westonbirt Arboretum: https://www.forestryengland.uk/westonbirt-the-national-arboretum • Dyrham Park: https://www.nationaltrust.org.uk/dyrham-park • Old Down Country Park: https://olddownestate.co.uk/country-park/ • Slimbridge Wetland Centre: https://www.wwt.org.uk/wetland-centres/slimbridge/ 					
Expressive Art and Design	<ul style="list-style-type: none"> ➤ Educational Programme: 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. 					
	<p>Core Knowledge / skills and concepts. By the time children finish in EYFS we want them...</p> <ul style="list-style-type: none"> ➤ To make a model using malleable materials such as clay ➤ To know how to mix primary colours to make secondary colours ➤ To make a detailed observational painting ➤ To know how to join materials such as paper, card or wood ➤ To be able to design, plan and then make a model using construction or junk modelling materials ➤ To be able to sing 3 songs, e.g. Big Red Combine Harvester, Away in a Manger, Spring Chicken ➤ To be able to keep a beat using a musical instrument or clapping 					
	<p>Artist:</p> <ul style="list-style-type: none"> ➤ Use a range of large brushes and mixed paint. 	<p>Artist:</p> <ul style="list-style-type: none"> ➤ Colour mixing of primary colours to make secondary colours using ready mixed paint and power paint. 	<p>Artist:</p> <ul style="list-style-type: none"> ➤ Introduce watercolours and fine brushes. 	<p>Artist:</p> <ul style="list-style-type: none"> ➤ Art of observing – what do they notice? Colours, textures, position. 	<p>Artist:</p> <ul style="list-style-type: none"> ➤ Observational painting / drawing and critique – peer evaluation and adapt. 	<p>Artist:</p> <ul style="list-style-type: none"> ➤ Create a painting for the Hawkesbury show.

	<ul style="list-style-type: none"> ➤ Gradually introduce finer brushes. ➤ Exploring different colours when drawing / colouring – pencil crayons, wax crayons, felt tips, chalks. Colouring within an area. ➤ Introduce the IWB drawing tools including how to change the colour and size. <p>Engineer and Designer:</p> <ul style="list-style-type: none"> ➤ Manipulate playdough using basic tools such as a rolling pin and cutters. ➤ Explore modelling materials, including junk modelling. ➤ Explore modelling kits, including Lego, Geomag and Maccano. ➤ Junk modelling: basic joins using Sellotape and glue. <p>Musician and Actor:</p> <ul style="list-style-type: none"> ➤ Introduce Charanga Music – Me! (listen, perform and explore) ➤ Introduce Poetry Basket – poem per week. ➤ Introduce class ‘organisational’ songs and number songs throughout the day. ➤ Introduce musical instruments and how to respect them. 	<ul style="list-style-type: none"> ➤ Introduce different media to use to paint with – rollers, stamps, toothbrushes, spray paint. Evaluate effectiveness and results. ➤ Introduce pastels and the effects these can create – smudging, shading. ➤ Find out about the artist Kandinski and use shape to create a picture. <p>Engineer and Designer:</p> <ul style="list-style-type: none"> ➤ Use coloured plasticine to make simple models. Add beads etc to embellish and tools to mould. ➤ Develop use of tools such as the stapler, scissors, hole punch, to manipulate and join materials. <p>Musician and Actor:</p> <ul style="list-style-type: none"> ➤ Introduce Helicopter stories. ➤ Explore and engage in music making and dance, performing solo or in groups. ➤ Charanga Music – My stories (listen, perform and explore) ➤ Learn ‘Away in a Manger’ to sing at the Nativity along 	<ul style="list-style-type: none"> ➤ Mix watercolour paint to achieve desired effect and colour. ➤ Adding detail to drawings – story mapping. <p>Engineer and Designer:</p> <ul style="list-style-type: none"> ➤ Use clay to make a permanent model. Use clay tools to manipulate. Paint to finish off the model. ➤ Introduce wood as a modelling material. ➤ Use wood glue to join. <p>Musician and Actor:</p> <ul style="list-style-type: none"> ➤ Charanga Music – Everyone! (listen, perform and explore) ➤ Introduce noted musical instruments (glockenspiel) – play following a basic music letter score. ➤ Listen and explore Chinese music. ➤ Watch and talk about dance and performance art, expressing their feelings and responses. ➤ Perform a ‘Dragon dance’ to the school. 	<ul style="list-style-type: none"> ➤ Observational painting of a spring flower. ➤ Observational drawing using pencil crayons ➤ Create art using natural materials, find out about Andy Goldsworthy <p>Engineer and Designer:</p> <ul style="list-style-type: none"> ➤ Plan prior to modelling. ➤ Return to and build on their previous learning, refining ideas and developing their ability to represent them. ➤ Introduce woodwork tools to manipulate and join materials – hammer, saw, drill, screwdriver. Use workbench and clamp. ➤ Building a car – how to make an axel using triangles and dowelling. ➤ Health and safety rules when using tools. <p>Musician and Actor:</p> <ul style="list-style-type: none"> ➤ Charanga Music – Our World (listen, perform and explore) ➤ Learn ‘Spring Chicken’ to sing at the Easter Service. 	<p>Focus on Van Gough - Sunflowers</p> <p>Engineer and Designer:</p> <ul style="list-style-type: none"> ➤ Children to share their planning process and adaptations. ➤ Plan and create a model with a purpose in mind. <p>Musician and Actor:</p> <ul style="list-style-type: none"> ➤ Listen attentively, move to and talk about music, expressing their feelings and responses. ➤ Charanga Music – Big Bear Funk (listen, perform and explore) 	<ul style="list-style-type: none"> ➤ Design of a poster – evaluate attractive posters then design a detailed poster to attract an audience to Wren Class Summer Fair. <p>Engineer and Designer:</p> <ul style="list-style-type: none"> ➤ Create collaboratively sharing ideas, resources and skills. ➤ Create a model to a set brief (show model) <p>Musician and Actor:</p> <ul style="list-style-type: none"> ➤ Practise and then perform Maypole dancing. ➤ Charanga Music – Reflect, Rewind and Replay (listen, perform and explore)

	<ul style="list-style-type: none"> ➤ Develop storylines in their pretend play. ➤ Begin to say the register in different languages. ➤ Learn ‘Big Red Combine Harvester’ to present at the Harvest Festival alongside Buddies 	<p>with the chosen Nativity songs alongside KS1.</p> <ul style="list-style-type: none"> ➤ Practise and perform a dance for the Nativity. ➤ Introduce simple games on the IWB and tablets. 				
	<p>Ongoing</p> <ul style="list-style-type: none"> ➤ Sing in a group or on their own, increasingly matching the pitch and following the melody. ➤ Explore, use and refine a variety of artistic effects to express their ideas and feelings. 					
Sign posting / useful links – Expressive Arts and Design	<ul style="list-style-type: none"> ● Performing arts in South Glos: https://www.familiesonline.co.uk/local/south-gloucestershire/clubs-and-classes/performing-arts ● Music opportunities in South Glos: https://www.familiesonline.co.uk/local/south-gloucestershire/clubs-and-classes/music ● Yate Little Learners messy play and mark making: https://littlelearnersuk.com/franchise/bristol-north-south-gloucestershire/ ● Wot-pots pottery: https://www.dayoutwiththekids.co.uk/attractions/wot-pots-0af9c9fe ● Children’s Scrap Store, Bristol: https://www.childrensscrapstore.co.uk/ ● Bristol Old Vic: https://bristololdvic.org.uk/ 					