Holyport Primary School
Long Term Curriculum Plan
2023-2024
EYFS – Reception

Curriculum Intent

Children, at Holyport School's Early Years Foundation Stage Unit, will have an abundance of opportunities to learn through play. We will ensure that learning will be fun, engaging and we will challenge and support all children where ever their starting point. As an EYFS team and effective role models, we will provide high quality interactions in order to develop and deepen the children's learning opportunities. We will deliver our curriculum through a balance of adult led and child-initiated activities based on the EYFS Framework & children's interests.

We understand and appreciate the importance of the outdoor environment for our children. It is a continuation of our indoor provision and it will be used at every opportunity. At Holyport Primary School, we provide our children with opportunities to develop their gross motor skills, to deepen their imaginations and also their sense of curiosity. We want the children to feel safe and secure at all times and ensure that our safeguarding procedures are rigorous and kept up to date. Communication is important to us and we greatly value the relationship that we develop with parents throughout this vital year.

Reception Long Term Curriculum Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes **NB: *These themes may be adapted at various points to allow for children's interests to flow through the provision***	**I am Amazing!** Starting school / my new class / New Beginnings Superheroes People who help us / Careers Staying healthy / Food / Human body How have I changed? My family / PSED focus What am I good at? How do I make others feel? Being kind / staying safe	**Terrific Tales!** Traditional Tales Little Red Hen – Harvest Autumn Old favourites Familiar tales School Library visits Gingerbread Man Cinderella The Nativity At the Panto Christmas Lists Letters to Father Christmas	**Amazing Animals!** Life cycles Safari Animals around the world Climates / Hibernation Down on the Farm Mini Beasts Animal Arts and crafts Night and day animals Animal patterns David Attenborough Happy Habitats	**Come Outside!** Plants & Flowers Weather / seasons Does the moon shine? The great outdoors Forest School Planting seeds Make a sculpture: Andy Goldsworthy Reduce, Reuse & Recycle Fun Science / Materials	**Ticket to ride!** Around the Town How do I get there? Where in the world have you been? Where do we live in the UK / world? Fly me to the moon! Vehicles past and Present Design your own transport! Who was Neil Armstrong?	**Splish! Splash! Splosh!** Under the sea Off on holiday / clothes Where in the world shall we go? Send me a postcard! Marine life Fossils – Mary Anning Seasides in the past Compare: Now and then! Seaside art
Possible Texts and **'old favourites'**	Super Duper You Sophie Says I Can, I Will The Colour Monster What Makes Me a Me Only One You	The Jolly (Christmas) Postman Goldilocks Farmer Duck (Harvest) Three Little Pigs	Snail Trail The Very Hungry Caterpillar Aghh Spider! Tiger who came to tea	The Tiny Seed Oliver's Vegetables Jack and the Beanstalk One Plastic Bag	The Way back Home The Naughty Bus Mr. Gumpy's Outing The Train Ride	Lighthouse Keeper's Lunch Under the Sea Non – Fiction The Fish Who Could Wish

	When I Grow Up Can I Build Another Me? Your Fantastic, Elastic Brain	The Ugly Duckling Christmas Story / Nativity Rama and Sita Tidy (Autumn Leaves) Leafy / Leaf Hunt (Autumn)	Diary of a wombat/fly Superworm Pig in the Pond Oi Frog	Jasper's Beanstalk Tree, Seasons come and seasons go The Enormous Turnip Supertato	Bob, The Man on the Moon Beegu Oi! Get off my train! Mrs Armitage on Wheels	Class Three all at Sea The Pirates Next Door Shark at the Park Hooray for Fish Tiddler
'Wow' moments / Enrichment Weeks	Autumn Trail Remembrance Day Nurse / Firefighter visit Harvest Time Birthdays Favourite Songs Talent show Roald Dahl Day Halloween What do I want to be when I grow up? Display	Guy Fawkes / Bonfire Night Christmas Time / Nativity Diwali Hannukah Black History Month Remembrance day Road Safety Stories by the Fireside World Space Week Children in Need Anti- Bullying Week	Bockets Farm visit Braywick Pond Dipping Visit Feather and Fur Visit School Chinese New Year Lent Story Telling Week Internet Safety Day Animal Dress Up Day!	Have a Picnic Planting seeds Easter service Weather experiments Weather Forecast videos Nature Scavenger Hunt Vincent Van Gogh Study Mother's Day Queen's Birthday Science Week Easter Egg Hunt	Post a letter Food tasting – different cultures Map work Start of Ramadan Eid D-Day Let's fly - Role play and Green Screen Friends/Family send us postcards from around the world.	Under the Sea – singing songs and sea shanties Fossil hunting Father's Day Heathy and Well being week World Water Day Pirate Dress up Day Ice – Cream end of term treat Sports Day

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Students take ownership of their learning **Inspiring Learning Environments** **Pupil Voice** **Restorative practice** **Core Principles**	Character Formation Our school values of Respect, Trust, Creativity, Love, Friendship, Peace and Responsibility are tangible throughout curriculum Experienced Based Curriculum Provision for Philosophy, Religion & Ethics, PSHE, mindfulness and meditation	Spiritual Insight Students have profound and stirring experiences of religious education, festivals Effective pastoral care The curriculum and school life make spirituality relevant and accessible to all, irrespective of faith or belief Positive Relationships	Educational Excellence Teachers and students inspired and joyful High quality dialogue Speak sincerely Engage in empathic dialogue Culture of intellectual curiosity and continuous professional development	Educational Excellence Holistic, values based and contextualised curriculum Competitive Progress Children actively involved in creating their own paths of learning Children's passions are evident Committed engagement of parents/carers as co-educators.	Spiritual Insight Children evidence spiritual insight in terms of their own identity, their relationship with others, with the wider world and for some, their relationship with God Positive Relationships All are committed to their own personal journey of self-discovery	Character Formation Children make conscientious choices Promote the Common Good Children develop moral literacy Provision for Philosophy, Religion & Ethics, PSHE, mindfulness and meditation
	o We are **unique spiritual beings** with **incredible potential** and we achieve our full potential by discovering and nurturing all parts of ourselves – **intellectual, emotional, physical and spiritual.** o We choose how we wish to respond to life and what we **nurture within us**. o We **care for and respect all life** – human, animal and plant – and live in a way that causes the **least possible harm**.					

	○ We each observe the one same reality from our own **unique perspective** and engage in **open-minded dialogue** to deeply enrich our vision. ○ We serve a **higher purpose** by living a meaningful and satisfying life of contribution. ○ We are nourished by **personal relationships** that fulfil our need to **love and be loved**, encouraging us to be the best we can be

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Our Values **Assemblies / Sharing Circles** These will mirror the principles and values of our school. We will 'dip in and out of each area' each term as and when we need to.	**Friendship**	**Hope and Peace**	**Trust**	**Respect**	**Creativity**	**Responcibilty**
<u>Impact</u> **Assessment opportunities**	Analyse Nursery Assessments In-house - Baseline data on entry National Baseline data by end of term Set up Target Tracker Phonic Assessment Booklet	Baseline analysis Pupil progress meetings Parents evening info EYFS team meetings In house moderation Target Tracker Phonic Assessment Booklet	GLD Projections EYFS team meetings Internal moderations Phonic Assessment Booklet Mid Year Reports	Target Tracker Pupil progress meetings Parents evening info EYFS team meetings Phonic Assessment Booklet	EYFS team meetings Internal moderations Phonic Assessment Booklet	Pupil progress meetings End of Year Reports Parents evening info EYFS team meetings Target Tracker EOY data

						Phonic Assessment Booklet Transition preparation / Handover
Parental Involvement	Staggered Start Home visits / Parents Evening Harvest Festival Home / School Agreement Phonics workshop	Nativity Christmas Church Service Parents Evening Stay and Play Session Christmas Fair	Share a story / Stay and Read morning Art Gallery	Parents Evening Easter Church Service Parents help with Gardening	Class Assembly Postcards sent in from friends and family around the world	Parents Evening Parent's Picnic Sports Day Optional Parents Eve Transition Activities

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Communication and Language Talk to parents about what language they speak at home, try and learn a few key words and celebrate multilingualism in your setting.	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.**					
Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, Pie Corbett T4W actions, EYFS productions, assemblies and weekly interventions.	**Welcome to EYFS** Settling in activities Making friends Children talking about experiences that are familiar to them What are your passions / goals / dreams? This is me! Rhyming and alliteration	**Tell me a story!** Settling in activities Develop vocabulary Discovering Passions Tell me a story - retelling stories Helicopter Stories Story language	**Tell me why!** Using language well Ask's how and why questions… Discovering Passions Retell a story with story language Story invention – talk it! Ask questions to find out more and to check they	**Talk it through!** Settling in activities Describe events in detail – time connectives Discovering Passions Understand how to listen carefully and why listening is important.	**What happened?** Settling in activities Discovering Passions Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives	**<u>Time to share!</u>** Show and tell Weekend news Discovering Passions Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures, for example, places in different weather conditions and seasons.

Daily story time	Familiar Print Sharing facts about me! Mood Monsters Shared stories All about me! Model talk routines through the day. For example, arriving in school: “Good morning, how are you?”	Word hunts Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Use new vocabulary through the day. Choose books that will develop their vocabulary.	understand what has been said to them. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs.	Use picture cue cards to talk about an object: “What colour is it? Where would you find it? Sustained focus when listening to a story		

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Personal, Social and Emotional Development	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.**					
Managing Self **Self - Regulation** **Link to Behaviour for Learning**	New Beginnings See themselves as a valuable individual. Being me in my world Class Rule Rules and Routines Supporting children to build relationships Dreams and Goals	Getting on and falling out. How to deal with anger Emotions Self - Confidence Build constructive and respectful relationships. Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it.	Good to be me Feelings Learning about qualities and differences Celebrating differences Identify and moderate their own feelings socially and emotionally. Encourage them to think about their own feelings and those of others by	Relationships What makes a good friend? Healthy me Random acts of Kindness Looking after pets Looking After our Planet Give children strategies for staying calm in the face of frustration. Talk them through why we take	Looking after others Friendships Dreams and Goals Show resilience and perseverance in the face of challenge. Discuss why we take turns, wait politely, tidy up after ourselves and so on.	Taking part in sports day - Winning and loosing Changing me Look how far I've come! Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour.

			giving explicit examples of how others might feel in particular scenarios	turns, wait politely, tidy up after ourselves and so on		
	Show an understanding of their own feelings and those of others, and begin to **regulate their behaviour accordingly**. Set and work towards simple goals, being able to wait for what they want and **control their immediate impulses when appropriate**. 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. ✓ **Controlling own feelings and behaviours** ✓ **Applying personalised strategies to return to a state of calm** ✓ **Being able to curb impulsive behaviours** ✓ **Being able to concentrate on a task** ✓ **Being able to ignore distractions** ✓ **Behaving in ways that are pro-social** ✓ **Planning** ✓ **Thinking before acting** ✓ **Delaying gratification** ✓ **Persisting in the face of difficulty.**			*"Self-regulatory skills can be defined as the ability of children to manage their own behaviour and aspects of their learning. In the early years, efforts to develop self-regulation often seek to improve levels of self-control and reduce impulsivity. Activities typically include supporting children in articulating their plans and learning strategies and reviewing what they have done." Education Endowment Foundation.*		

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Physical development Fine motor Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed. **Daily opportunities for Fine Motor Activities** Gross motor	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.**					
	Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Pencil Grip	Threading, cutting, weaving, playdough, Fine Motor activities. Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.	Threading, cutting, weaving, playdough, Fine Motor activities. Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely. Holding Small Items / Button Clothing /	Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed	Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along a straight line with scissors / Start to cut along a curved line, like a circle / Draw a cross	Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Copy a square Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Start to draw pictures that are recognisable /

			Cutting with Scissors			Build things with smaller linking blocks, such as Duplo or Lego
	Cooperation games i.e. parachute games. Climbing – outdoor equipment Different ways of moving to be explored with children Changing for PE / Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting.	Ball skills- throwing and catching. Crates play- climbing. Skipping ropes in outside area dance related activities Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and scooters, pedal movers, wheelbarrows, prams and carts are all good options	Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking Ensure that spaces are accessible to children with varying confidence levels, skills and needs. Provide a wide range of activities to support a broad range of abilities. Dance / moving to music Gymnastics ./ Balance	Balance- children moving with confidence dance related activities Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle.	Obstacle activities children moving over, under, through and around equipment Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Dance / moving to music	Races / team games involving gross motor movements dance related activities Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in. Gymnastics ./ Balance
	From Development Matters Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing Progress towards a more fluent style of moving, with developing control and grace.					

	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. 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. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Further 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.

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Literacy Comprehension - Developing a passion for reading Word Reading Children will be working in different groups for Phonics. Working through the colour bands in reading scheme books as their reading develops. Focusing on decoding and building fluency.	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)					
	Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favourite story/rhyme. Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book Sequencing familiar stories through the use of pictures to tell the	Retell stories related to events through acting/role play. Christmas letters/lists. Retelling stories using images / apps. Pie Corbett Actions to retell the story – Story Maps. Retelling of stories. Editing of story maps and orally retelling new stories. Non-Fiction Focus Retelling of stories. Sequence story – use vocabulary of beginning, middle and end. Blend sounds into words, so that they can read short words made up of	Making up stories with themselves as the main character – Using Tales Toolkit strategy. Encourage children to record stories through picture drawing/mark making for LAs. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Read a few common exception words matched to RWI. Make the books available for children to share at school and at home. Avoid	Information leaflets about animals in the garden/plants and growing. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. World Book Day Timeline of how plants grow. Uses vocabulary and forms of speech that are increasingly influenced by their	Stories from other cultures and traditions Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Rhyming words. Parents reading stories Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story.	Can draw pictures of characters/ event / setting in a story Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions. Make predictions Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction

	story. Recognising initial sounds. Name writing activities. Engage in extended conversations about stories, learning new vocabulary.	known letter– sound correspondences. Enjoys an increasing range of books	asking children to read books at home they cannot yet read	experiences of books. They develop their own narratives and explanations by connecting ideas or events	May include labels, sentences or captions. Role play area – book characters	means story. - Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title. Sort books into categories.
	RWI: assessment **Reading:** Initial sounds, oral blending, CVC sounds, reciting know stories, listening to stories with attention and recall. Help children to read the sounds speedily. This will make sound-blending easier Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge	**RWI: Set 1** Differentiated groups **Reading:** Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting diagraphs in words. Show children how to touch each finger as they say each sound. For exception words such as 'the' and 'said', help children identify the sound that is tricky to spell.	**RWI:** Differentiated groups **Reading:** Rhyming strings, common theme in traditional tales, identifying characters and settings. Help children to become familiar with letter groups, such as 'th', 'sh', 'ch', 'ee' 'or' 'igh'. Provide opportunities for children to read words containing familiar letter groups: 'that', 'shop', 'chin', 'feet', 'storm', 'night'.	**RWI:** Differentiated groups **Reading:** Story structure-beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books. Listen to children read some longer words made up of letter-sound correspondences they know: 'rabbit', 'himself', 'jumping'. Children should not be required to use other strategies to work out words.	**RWI:** Differentiated groups: **Reading:** Non-fiction texts, Internal blending, Naming letters of the alphabet. Distinguishing capital letters and lower case letters. Note correspondences between letters and sounds that are unusual or that they have not yet been taught, such as 'do', 'said', 'were'.	**RWI:** Differentiated groups **Reading:** Reading simple sentences with fluency. Reading CVCC and CCVC words confidently. End of term assessments Transition work with Year 1 staff

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Writing Text based planning used as stimulus across the year Texts may change due to children's interests Only ask children to write sentences when they have sufficient knowledge of letter-sound correspondences.	**Texts as a Stimulus:** Nursery Rhymes Label characters Label Body Sign Class Charters Phoneme Sounds Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Shopping lists, Writing initial sounds and simple captions. Use initial sounds to label characters / images. Silly soup. Names Labels. Captions Lists Diagrams Messages	**Texts as a Stimulus:** The Little Red Hen (Harvest/Journey story) Sequence the story Speech bubbles The Three Little Pigs Create a wanted poster to catch the wolf Goldilocks and the Three Bears Name writing, labelling using initial sounds, story scribing. Retelling stories in writing area, instructions for porridge. Help children identify the sound that is tricky to spell.	**Texts as a Stimulus:** Oi Frog (Rhyme) CVC words / simple sentence writing using high frequency words The Hungry Caterpillar Labels and simple captions Mini beasts – Animal Fact File – Compare two animals Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words, Labels using CVC, CVCC, CCVC words. Guided writing based around developing short sentences in a meaningful context. Create a story board.	**Texts as a Stimulus:** Jack and the Bean stalk – retell parts of the story / repeated refrains / speech bubbles The Enormous Turnip - class story Supertato - Healthy Food Bean Diary Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Order the Easter story. Labels and captions – life cycles Recount – A trip to the park	**Texts as a Stimulus:** Mr Gumpy's Outing Report about the animals falling into the water Whatever Next – what would you pack to take on a journey? Mrs Armitage on Wheels – Inventions. Retell the story in own words / reverse the journey Describe each animals Write new version Writing recipes, lists. Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters	**Texts as a Stimulus:** Splish, Splash, Splosh (Information Text) Write facts about water Fish Who Could Wish – Write a new wish (story) Pirate descriptions Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Innovation of familiar texts Using familiar texts as a model for writing own stories. Character description – Rainbow Fish Write three sentences – B, M & E.

	– Create a Message centre!	Sequence the story Write a sentence		Character descriptions. Write 2 sentences	correctly. Rhyming words. Acrostic poems	

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Maths ***Mathematics Mastery*** ***White Rose***	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.					
	Early Mathematical Experiences Counting rhymes and songs Classifying objects based on one attribute •Matching equal and unequal sets •Comparing objects and sets. Subatising. •Ordering objects and sets / introduce manipulatives. Number recognition. 2D Shapes. **Pattern and early number** Recognise, describe, copy and extend colour and size patterns •Count and	**Numbers within 6** Count up to six objects. •One more or one fewer •Order numbers 1 – 6 •Conservation of numbers within six **Addition and subtraction within 6** Explore zero •Explore addition and subtraction **Measures** Estimate, order compare, discuss and	**Numbers within 10** Count up to ten objects •Represent, order and explore numbers to ten •One more or fewer, one greater or less **Addition and subtraction within 10** Explore addition as counting on and subtraction as taking away **Numbers within 15** Count up to 15 objects and recognise different	**Grouping and sharing** Counting and sharing in equal groups •Grouping into fives and tens •Relationship between grouping and sharing **Numbers within 20** Count up to 10 objects •Represent, order and explore numbers to 15 •One more or fewer **Doubling and halving**	**Shape and pattern** Describe and sort 2-D and 3-D shapes •Recognise, complete and create patterns **Addition and subtraction within 20** Commutativity •Explore addition and subtraction •Compare two amounts •Relationship between doubling and halving **Money**	**Depth of numbers within 20** Explore numbers and strategies •Recognise and extend patterns •Apply number, shape and measures knowledge •Count forwards and backwards **Numbers beyond 20** One more one less •Estimate and count •Grouping and sharing

	represent the numbers 1 to 3 •Estimate and check by counting. Recognise numbers in the environment. A number a week.	explore capacity, weight and lengths **Shape and sorting** Describe, and sort 2-D & 3-D shapes •Describe position accurately **Calendar and time** Days of the week, seasons •Sequence daily events	representations •Order and explore numbers to 15 •One more or fewer	Doubling and halving & the relationship between them	Coin recognition and values •Combinations to total 20p •Change from 10p **Measures** Describe capacities •Compare volumes •Compare weights •Estimate, compare and order lengths	

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Understanding the world **RE / Festivals** Our RE Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships. They will begin to understand and value the differences of individuals and groups within their own community. Children will have opportunity to develop their	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.					
	Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them. Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them.	Can talk about what they have done with their families during Christmas' in the past. Show photos of how Christmas used to be celebrated in the past. Use world maps to show children where some stories are based. Use the Jolly Postman to draw information from a map and begin to understand why maps are so important to postmen.	Listening to stories and placing events in chronological order. What can we do here to take care of animals in the jungle? Compare animals from a jungle to those on a farm. Explore a range of jungle animals. Learn their names and label their body parts. Could include a trip to the zoo.	Trip to our local park (to link with seasons); discuss what we will see on our journey to the park and how we will get there. Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals. Create opportunities to discuss how we care for the natural world around us. Can children make comments on the	Use Handa's Surprise to explore a different country. Discuss how they got to school and what mode of transport they used. Introduce the children to a range of transport and where they can be found. Look at the difference between transport in this country and one other country. Encourage the children to make simple comparisons.	To invent a lunchbox for Mr Grinling's Lunch. Learn about what a palaeontologist is and how they explore really old artefacts. Introduce Mary Anning as the first female to find a fossil. Materials: Floating / Sinking – boat building Metallic / non-metallic objects Seasides long ago – Magic Grandad

emerging moral and cultural awareness.	Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community. Navigating around our classroom and outdoor areas. Create treasure hunts to find places/ objects within our learning environment. Introduce children to different occupations and how they use transport to help them in their jobs. Listen out for and make note of children's discussion between themselves regarding their experience of past birthday celebrations. Long ago – How time has changed. Using cameras.	Share different cultures versions of famous fairy tales. To introduce children to a range of fictional characters and creatures from stories and to begin to differentiate these characters from real people in their lives. Stranger danger (based on Jack and the beanstalk). Talking about occupations and how to identify strangers that can help them when they are in need.	Nocturnal Animals Making sense of different environments and habitats Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see Listen to children describing and commenting on things they have seen whilst outside, including plants and animals. After close observation, draw pictures of the natural world, including animals and plants	weather, culture, clothing, housing. Change in living things – Changes in the leaves, weather, seasons, Explore the world around us and see how it changes as we enter Summer. Provide opportunities for children to note and record the weather. Building a 'Bug Hotel' Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate. Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences. Look for children incorporating their understanding of the	Use bee-bots on simple maps. Encourage the children to use navigational language. Can children talk about their homes and what there is to do near their homes? Look out for children drawing/painting or constructing their homes. Encourage them to comment on what their home is like. Show photos of the children's homes and encourage them to draw comparisons. Environments – Features of local environment Maps of local area Comparing places on Google Earth – how are they similar/different? Introduce the children to NASA and America. Introduce children to significant figures who have been to space and	Share non-fiction texts that offer an insight into contrasting environments. Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.

				seasons and weather in their play. Use the BeeBots	begin to understand that these events happened before they were born. Can children differentiate between land and water. Take children to places of worship and places of local importance to the community.	
	Which stories are special and why? Rosh Hashanah Yom Kippur Sukkot All Saints Day	**Which people are special and why?** Diwali Hannukah Christmas	**What places are special and why?** Epiphany Ash Wednesday / Shrove Tuesday St David's Day Shivaratri	**What times are special and why?** Holi Palm Sunday Passover Easter Start of Ramadan	**Being special: where do we belong?** Eid Shavuot	**What is special about our world?** Summer Solstice

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Expressive Arts and Design *Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.* *Children to produce a piece of art work each half term to be displayed for 'Celebration wall' for school / parents to show how drawings have developed - lots of links to Fine Motor Skills. Children to explain their work to others. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.*	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. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.					
	Join in with songs; beginning to mix colours, join in with role play games and use resources available for props; build models using construction equipment. Sing call-and-response songs, so that children can echo phrases of songs you sing. Self-portraits, junk modelling, take picture of children's creations and record them	Use different textures and materials to make houses for the three little pigs and bridges for the Three Billy Goats Listen to music and make their own dances in response. Castle models Firework pictures, Christmas decorations, Christmas cards,	Rousseau's Tiger / animal prints / Designing homes for hibernating animals. Collage owls / symmetrical butterflies Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g creating animal masks.	Make different textures; make patterns using different colours Children will explore ways to protect the growing of plants by designing scarecrows. Collage-farm animals / Making houses. Pastel drawings, printing, patterns on Easter	Design and make rockets. Design and make objects they may need in space, thinking about form and function. Learn a traditional African song and dance and perform it / Encourage children to create their own music. Junk modelling, houses, bridges boats and transport.	Sand pictures / Rainbow fish collages Lighthouse designs Paper plate jellyfish Puppet shows: Provide a wide range of props for play which encourage imagination. Salt dough fossils Water pictures, collage, shading by

	explaining what they did. Julia Donaldson songs Exploring sounds and how they can be changed, tapping out of simple rhythms. Provide opportunities to work together to develop and realise creative ideas. Superhero masks.	Divas, Christmas songs/poems The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories. Role Play Party's and Celebrations Role Play of The Nativity	Making lanterns, Chinese writing, puppet making, Chinese music and composition Shadow Puppets Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.	eggs, Life cycles, Flowers-Sun flowers Mother's Day crafts Easter crafts Home Corner role play Artwork themed around Eric Carle / The Seasons – Art Provide a wide range of props for play which encourage imagination.	Exploration of other countries – dressing up in different costumes. Retelling familiar stories Creating outer of space pictures Provide children with a range of materials for children to construct with.	adding black or white, colour mixing for beach huts, making passports. Colour mixing – underwater pictures. Father's Day Crafts

Early Learning Goals – for the end of the year – Holistic / best fit / teacher Judgement						
Communication and Language	**Personal, social, emotional development**	**Physical Development**	**Literacy**	**Maths**	**Understanding the World**	**Expressive arts and design**
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 **ELG: Speaking** Participate in small group, class and one-to-one discussions, offering their	**ELG: Self-Regulation** Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. 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. **ELG: Managing Self**	**ELG: Gross Motor Skills** Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. **ELG: Fine Motor Skills** Hold a pencil effectively in preparation for fluent writing – using	**ELG: Comprehension** Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate – where appropriate – key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. **ELG: Word Reading** Say a sound for each letter in the alphabet	**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	**ELG: Past and Present** Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. **ELG: People, Culture and Communities** Describe their immediate environment using knowledge from observation, discussion,	**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

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.	Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. ELG: Building Relationships Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers;. Show sensitivity to their own and to others' needs.	the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.	and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. **ELG: Writing** Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.	different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.	stories, non-fiction texts and maps. 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. 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. **ELG: The Natural World** Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and	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.

					what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	

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COEL	**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 **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.					
Over Arching Principles	**Unique Child:** Every child is unique and has the potential to be resilient, capable, confident and self-assured. **Positive Relationships:** Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community. **Enabling environments:** Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time. **Learning and Development:** Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others. *PLAY: At Holyport Primary School, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of 'Learning through play. PLAY is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by aking part in play which is guided by adults.*					

Reception Long Term Curriculum Plan