



EYFS at St. Joseph's



Intent

Implementation

Impact

St. Joseph's EYFS curriculum aims to provide a firm foundation in all areas of development, including communication and language, physical development, and personal, social and emotional development. We strive to instill a love of learning in each child and provide opportunities for them to develop subject specific vocabulary through play-based and hands-on experiences. Our curriculum is designed to be inclusive and takes into account the individual needs, interests, and abilities of each child.

- **Play-based learning:** Play is central to the EYFS curriculum at St. Joseph's and is seen as a key means of children making sense of the world around them. Through play, children have opportunities to explore, experiment and express their creativity.
- **Prime areas of learning:** St. Joseph's places a strong emphasis on the development of communication and language, physical development, personal, social and emotional development. For example, we provide opportunities for children to engage in discussions, tell stories and communicate their ideas, as well as participate in activities that support physical development such as gross motor games, dance and yoga. Children also have opportunities to develop their emotional literacy through activities such as mindfulness, drama and circle time.
- **Continuous Provision:** Our EYFS curriculum incorporates continuous provision, with resources and activities available to children all day, allowing them to engage in independent learning and make choices about their learning. For example, children have access to a range of learning stations such as our writing area, mathematical area, and creative area, where they can engage in purposeful play and exploration.
- **Supportive Adults:** Our EYFS team is made up of highly trained and supportive adults who are committed to creating a safe and nurturing environment for children to learn and grow. This includes forming positive relationships with children, providing individualised support, and guiding children's learning through intentional teaching and intentional interactions.
- **Core Vocabulary:** At St. Joseph's, we aim to develop a strong foundation of core vocabulary linked to the primary curriculum, allowing children to make connections and build understanding as they progress through their education. This is achieved through the use of everyday language, songs, stories, and shared experiences that relate to the primary curriculum. For example, we might explore the life cycle of a butterfly or plant, or the properties of materials, which provides children with the vocabulary they will need as they move into key stage one.



Overall, our EYFS curriculum at St. Joseph's is designed to provide children with engaging, meaningful experiences that support their holistic development and lay the foundation for future learning.

EYFS Framework: Our curriculum implementation is based on the Early Years Foundation Stage (EYFS) framework, which sets the standards for learning, development, and care for children aged 0-5 in England. The framework provides a clear structure for our curriculum, ensuring that children's learning and development is continuous and consistent.

Planning and Review: Our curriculum planning is based on the individual needs and interests of each child, and is reviewed regularly to ensure that it remains responsive to their changing needs. This includes weekly planning sessions to review progress, plan next steps and make any necessary adjustments.

- **Observations and Assessment:** Our EYFS team carries out regular observations of children to track their progress and inform our curriculum planning. This includes both formative and summative assessments, which help us to identify children's strengths and areas for development, and plan for their next steps.
- **Partnering with Parents:** We work closely with parents to support children's learning and development, sharing regular updates on their progress and involving them in decision-making. We also provide opportunities for parents to participate in learning experiences with their children, such as stay and play sessions and parent-child workshops.
- **Enabling Environments:** Our learning environments are designed to be rich, stimulating and supportive, providing children with a range of resources and experiences that promote their learning and development. This includes a range of indoor and outdoor spaces, including a sensory garden, a construction area, and a role-play area, as well as a range of resources such as books, paints, and puzzles.
- **Intentional Teaching:** Our EYFS team is committed to intentional teaching, which involves planning and delivering meaningful learning experiences that build on children's interests and support their development. This includes opportunities for adult-led activities, small-group work, and independent learning, as well as opportunities for children to engage in child-initiated play.

Overall, our curriculum implementation for EYFS at St. Joseph's is based on a holistic approach, which recognizes the importance of play, supportive adults, and enabling environments in supporting children's learning and development.



At St. Joseph's School, children leave Reception excited for their next steps in learning. We strive to create confident children through our Early Years Foundation Stage (EYFS) program who are ready for the challenges ahead. Our curriculum is carefully planned to provide children with the key knowledge, vocabulary and skills they need to succeed in their future academic and personal endeavors.

Our teaching and pedagogy methods are designed to support children's learning and development in a fun, engaging, and supportive environment whilst fostering their independence and learning skills.


Effective assessment is at the heart of our EYFS program, enabling us to monitor children's progress, identify their strengths and areas for improvement, and make informed decisions about their next steps in learning.

Strengths:

- Well mapped curriculum incorporating tier, 1,2, and 3 vocabulary linked to each area of learning.
- Quality first teaching and adult interactions with children.
- Robust and thorough transition getting to know children and their families.
- Children make fast progress with phonics and reading.
- Inviting, homely environment where children can utilise continuous provision to support their learning.
- Each unique child learns to be both independent and fosters strong relationships with adults.
- A range of specialised high quality teaching.


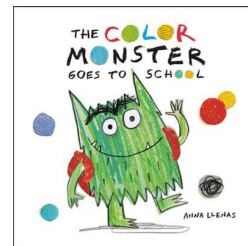

Development Priorities:

- Continue to develop and enhance the EYFS provision.
- Continue to develop forest school environment.
- Embed key vocabulary in curriculum areas.

	Context	Communication and Language	Physical Development	Personal, Social and Emotional Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
Autumn 1	Me, My Family and My home Friends and Feelings Harvest	Follow adult cues to listen. Know behaviors for successful listening. Participation in predictable texts. Recall a range of simple nursery rhymes. Ask and answer questions. Participate in adult narration of independent learning. Recall and define specialist vocabulary for the half term.	Stack, align, and balance blocks of different shapes and sizes. Thread, peg, and sew on cards. Cut along lines. Hand action songs. Move safely in a large space, negotiating obstacles. Change direction. Stop quickly. Climb and balance on low blocks.	Follow classroom routines including self-help with clothing. Follow classroom expectations. Distinguish between healthy food choices and treats. Define what makes you special. Build a vocabulary around feelings. Build suitable strategies to build friendships.	Develop book-like vocabulary and language structures through hearing patterned texts. Participate in, memorise and perform simple action rhymes. RWI Phase 1. Form recognisable letters correctly. Use marks of some letters for meaning. Write labels. Read simple CVC words.	Count forwards to 10 naming the number after and counting on from a given number. Count sets of objects or actions demonstrating the cardinal rule within 5 then 10. Number composition to 5. Recognise commonality and make sets. Qualitative comparison of sets and heights. Complete AB visual linear patterns. Narrate the pattern of a day using now, next, after, home time, playtime etc.	Describe changes of state. Name parts of plant during harvesting. Describe and represent the home in 2d and 3d naming rooms and parts of the building. Know that children were babies in the past. Know that adults were children in the past. Know that adults can remember things from the past. Recycle household objects. Describe roles of significant adults in the community.	Stack, align and balance with bricks and blocks. Draw familiar people from memory with attention to detail. Mark the pulse of pieces of music using body percussion. Copy hand action songs.
Autumn 2	Exploring the Woods People around us Christmas Story and Traditions	Secure more complex rhymes. Secure agreed rules for conversational turn taking in small and larger groups. Ask, "Tell me more" to extend responses. Formulate and respond to "Why" and "How" questions. Process language which includes adjectives, verbs and positional vocabulary. Follow two step instructions. Recall and define specialist vocabulary for the half term.	Stack, align and balancing with magnetic joints. Join and separate small construction kit components by clicking and twisting. Dig with trowels and hand forks. Using squashing techniques, including rolling pins to achieve desired effects. Cut and turn along outlines. Travel in different ways with control and co-ordination. Jump in different ways.	Follow wider school regimes. Articulate and demonstrate cleaning teeth. Articulate and demonstrate hand washing and food preparation. Identify healthy ingredients in healthy snacks. Work in pairs to succeed in a challenge. Build strategies to challenge undesirable behavior.	Grasp and use a wide range of structures in books and use these to aid participation. Look for cues in illustrations. Memorise and perform more complex action rhymes and nursery rhymes. RWI Phase 1-2. Use some letters in sequence to convey meaning including CVC words. Begin to break speech into words when writing. Write labels, lists and captions with support. Read simple CVC words. Write CVC words.	Sort by one criterion. Recognise the odd one out within a set. Count backwards within 10 understanding the number before and counting back from a given number. Number composition to 5- subitising. Positional language. Qualitative comparison of mass and capacity. Narrate the pattern of the day.	Describe changes to trees and woodland plants in autumn. Know and demonstrate how to plant bulbs. Predict how it will grow. Describe family Christmas traditions. Describe and explain changes of state with Christmas chocolates. Name street furniture on a local walk. Name some special buildings in our community and their function. Understand the purpose of a cenotaph for remembrance day. Follow a map around the classroom. Be able to code a simple technology device.	Create new colours by mixing. Predict and narrate the effects. Generate narratives about the environment using small world props. Perform a small repertoire of repetitive songs. Mark the beat by clapping and tapping.
Spring 1	All Change in the Woods Cold Climates Chinese New Year	Play with words and 'funny' rhymes. Participate in very familiar stories as choric speech between narrator and characters. Become familiar with time conjunctions when telling stories. Process language which includes adjectives, verbs and positional vocabulary. Add conjunctions on the end of simple responses to include detail. Recall and define specialist vocabulary for the half term.	Weave thread and tie. Join with tape and glue. Use small tools accurately. Recognise body changes during exercise. Carry and control small equipment. Travel across simple obstacle courses. Kick a ball to a target or friend.	Articulate the rationale for school routines and expectations. Work in a small group on tasks like turn-taking games. Articulate simple problem solving approaches. Make healthy snacks.	Recall key elements of books heard and read. Express a preference for books. Learn word play rhymes and more complex nursery rhymes. RWI phase 2. Read simple phonically regular captions and sentences. Write simple sentences with regular words including those with digraphs.	Count forwards and backwards within 20. Compare length and height qualitatively. Compare weight qualitatively. Composition of 6, 7 and 8 partitioning and recombining. Subitise to 5. Make comparisons of length and height. Order by height. Make comparisons of weight. Order by weight. Design with 2d shapes.	Describe changes to trees and woodland plants in winter. Describe and explain changes of state in water during winter. Name locality features on a local walk. Handle a basic map. Name other special buildings in our community. Describe the re-enactment of Chinese new year. Describe and recall life cycles. Use a basic technological device. Use a touchpad to select an app.	Create with colours by layering and overlapping. Twist, wrap and weave. Draw familiar landmarks. Dance with large arm movements using ribbon, fabric and props.
Spring 2	Growth and New Life Down on the Farm Easter Story and Traditions	Retell familiar stories using sequenced illustrations as prompts. Begin to accurately use time conjunctions when telling stories. Process language which includes challenging adjectives, verbs and positional vocabulary. Answer open ended or speculative questions. Teach new skills to others by demonstration. Recall and define specialist vocabulary for the half term.	Safely use a range of food preparation tools including chopping boards, knives, graters and fruit squeezers. Control small games equipment when transporting, collecting and throwing. Travel across more complex obstacle courses including changes of height. Roll or throw a ball underarm at a target.	Work in small groups during turn-taking games and tasks. Articulate how to solve problems. Choose ingredients suited to healthy snacks.	Understand cause and effect in books. Predict ending to books. Understand and sing complex nursery rhymes. Word play songs. Write simple sentences with regular words including those with digraphs.	Count forwards and backwards within 20. Comparing numbers to 10. Number bonds to 10 Spatial patterns. Composition of 6, 7 and 8 pair wise and five wise patterns on 10's frames. Narrate the pattern of the week, today, tomorrow, yesterday and the weekend.	Navigate left and right turns. Identify similarities with babies and four year olds. Describe how people change from 0-4. Identify similarities and differences between 4 year olds and adults. Describe the re-enactment of the Easter Story. Know farm animals, their homes and features. Know the life cycle of a frog.	Make choices of media when creating. Speak and act in role. Retell episodes from a known story with dialogue. Memorise short choreographed dances.
Summer 1	Green Fingers All Change in the Woods Seaside	Tell familiar stories with dialogue using small world figures, puppets or in role play. Accurately use time conjunctions when telling stories. Use language which includes challenging adjectives, verbs and positional vocabulary. Memorise rhymes and incorporate percussion. Answer open ended and speculative questions.	Control large scale gardening tools including watering cans. Control printing tools to create a desired effect. Dismantle objects and mechanisms using a range of hand actions. Control and steer a ball by hand. Aim, roll, track and collect a ball.	Engage in more complex and extended turn taking games. Read facial expressions, body language and extended vocabulary of emotions. Articulate reasons for success or failure of a challenge. Build suitable strategies to enhance friendships.	Predict the development of a plot. Empathise with characters. Make links between texts. Access simple information books. RWI phase 2. Write short compositions with more than one sentence and full stops.	Rote count to 20 independently. Demonstrate composition to 10 by partitioning and recombining. Pair and 5 wise patterns to 10 on 10's frames. Recall and apply doubles to 5. Recall subtraction facts within 5 and apply. Design 3d shapes out of shapes. Narrate the pattern of the week. Doubling. Adding more and taking away within 10.	Describe changes to trees and woodland plants in spring. Know and demonstrate how to grow and care for seedlings. Name physical features of the beach environment. Use a technological device to capture pictures and videos. Understand that different countries and cultures have different traditions and celebrations.	Make increasingly detailed drawings of natural things found and living things. Print in different ways with paint to make a desired effect. Select reclaimed materials to create collages. Move rhythmically and dance. Call and response songs.
Summer 2	Seaside Growing and Changing	Generate original narratives, using small world, puppets or other resources. Process language which includes challenging adjectives, verbs and positional vocabulary. Play games and give instructions to each other. Recall and define specialist vocabulary for the half term.	Stack and align irregular and natural objects. Use hand molding and building techniques will malleable materials. Control large scale gardening tools including watering cans. Use fine pincer mark making clay tools with precision. Use a range of tools to dismantle mechanisms. Roll or throw a ball underarm accurately at a target. Kick a ball accurately to a target or friend	Engage in games where different participants have different roles. Use effective strategies to challenge undesirable behavior.	Name book characters and describe their qualities. Articulate the dilemmas characters face. Use the structure of rhyming text to participate in longer sections of text. RWI phase 3. Write short compositions with more than one sentence, capital letters and full stops.	Notice and articulate patterns on a 100 square. Recall and apply doubles and halves within 10. Create and compare more complex linear patterns. Create symmetrical designs with 2d and 3d shapes. Sort 2d and 3d shapes. Measure mass a capacity. Spatial reasoning.	Describe changes to trees and woodland plants in summer. Identify similarities and differences between seaside and woodland animals. Compare physical features of the coast and inland.	Create transient designs with natural items. Make detailed and accurate observational drawings. Generate enacted narratives of role play. Use dance movements to tell a story. Simple sea shanties.

Me, My Family and My home -Friends and Feelings—Harvest

Reception Autumn 1

Skills	Vocabulary	Non-Negotiables	Suggested activities	Core Texts
<u>Communication and Language</u> Follow adult cues to listen Know behaviours for successful listening Participation in predictable texts. Recall a range of nursery rhymes. Ask either/or questions. Recall and define specialist vocabulary for the half term.	Listen Stop Look Welcome Family Home School	Listen Look Stop Family	Complete home visit showing an interest in child's family. Carefully plan transition visits to encourage speaking and listening skills. Look at vocabulary linked to The Colour Monster. Provide opportunities for children to role play emotions. Make predictions about the text. Nursery rhymes - Place emotion on daily self registration. Explore colours and match to feelings. Begin to explore ways of negotiating from one emotion to another E.g strategies to manage feeling angry to being calm.	
<u>Physical Development</u> Stack, align and balance blocks of different shapes and sizes. Thread, peg and sew on card/boards. Cut along lines. Participate in hand action songs. Move safely in a large space negotiating obstacles. Change direction. Stop quickly.	Stack Build Run, stop, go, walk, On top safe Straight Line Sew magnetic	Home Build Run Go Walk	Build houses and homes using big blocks, small blocks, magnetic polydrons. Thread /sew on eaves in forest school. Cut out different colour monsters. Craft and cut out friends in craft area. Thread, stack and count bobbins. Participate in PE with specialist teacher. Play hop scotch, jump and run in outdoor areas. Free Supertato from Evil pea stuck in ice. Doctor vegetables sabotaged by Evil Pea—Cut banadages, place plasters, wrap bandages.	
<u>Personal, Social and Emotional Development</u> Follow classroom routines including self-help with clothing. Follow classroom expectations. Build a vocabulary around feelings. Identify different feelings. Distinguish between healthy food choices and special treats.	happy, sad, kind, try Feelings rules Calm, angry, scared. Gentle Share worried Healthy Unhealthy Behaviour	Happy Sad Angry Food Feelings rules	Encourage a positive environment giving clear positive behaviour expectations. Build self esteem and confidence through praising what children CAN do. Use feelings from the Colour Monster in action...I can see you are feeling... we can... Use fruits and vegetables from Supertato to introduce healthy food choices and importance of healthy choices. Utilise Forest school facilities to harvest home grown potatoes and cook.	

Skills	Vocabulary	Non-Negotiables	Suggested activities	Core Texts
Mathematics Count forwards to 10 naming the number after and counting on from a given number. Count sets of objects or actions demonstrating the cardinal rule within 5 then 10. Number composition to 5. Recognise commonality and make sets. Qualitative comparison of sets and heights. Complete AB visual linear patterns. Narrate the pattern of a day using now, next, after, home time, playtime etc.	More Less Add One More Now Next Then Subitise Stopping number	More Less	Introduce number blocks to the children and bring a new number-block out when children have consolidated knowledge of the previous number. Daily counting of children in class. Number rhymes. Use a soft toy to teach and model counting including the cardinal rule. Introduce subitising using accurate vocabulary Subitise dot patterns and physical objects <5. Talk about and discuss daily routines using accurate terminology. Compare amounts using more and less using children's interests to harbour engagement in what they're counting.	
Literacy Develop book-like vocabulary and language structures through hearing patterned texts. Participate in, memorise and perform simple action rhymes. RWI Phase 1. Form recognisable letters correctly. Use marks of some letters for meaning. Write labels. Read simple CVC words.	Around Down Up Write Draw Letter Sound		Share core texts using pre-teaching to teach unfamiliar vocabulary prior to sharing texts. Use working walls to excite and engage children in story books. Create story hooks to allow speculation about a text. Value daily story time sharing a range of texts linked to children's interests. Introduce the RWI scheme and follow showing fidelity to the scheme. Provide opportunities for children to practise taught specific skills within the continuous provision.	
Understanding the world Describe changes of state. Name parts of plant during harvesting. Describe and represent the home naming rooms and parts of the building. Know that children were babies in the past. Know that adults were children in the past. Know that adults can remember things from the past. Recycle household objects. Describe roles of significant adults in the community.	Myself–Family- Home Baby Cold, hot, warm. Now, Next, Old Historic, Past, Before, Lifetime. Human Plants- roots- soil- sunshine- water- vegetables. Glass, paper, metal, plastic, cardboard Grandparents	Home Baby Cold Hot Old Plant	Ask questions about children and their families. Gather photograph's of when they were babies and their family members were young. Utilise weekly forest school sessions to discuss weather, seasonal changes make predictions about how it will change in the coming weeks. Harvest crops from Forest school. Explaining their parts and allow children investigation time. Complete family portraits and images of your homes. Meet with Eco Warriors to identify different materials which can be recycled in school. Sort items by their material. Invite in significant adults to talk to children and design continuous provision around this.	
Expressive Arts and Design Stack, align and balance with bricks and blocks. Draw familiar people from memory with some attention to detail. Mark the pulse of pieces of music using body percussion.	Mam- Dad- Brother- Sister Face- eyes- mouth- nose- ears- tongue- hair- glasses- arms- legs–body. Noise Balance- Stack Music- Beat- Rhythm sound, loud, quiet, portrait	Mam Dad Brother Sister Face Noise	Who can build the tallest tower? Drawing themselves looking at features in a mirror. Explore drawing family members using different media- paint, crayons, chalk. Participate in music sessions with specialised music teachers.	



Me, My Family and My home -Friends and Feelings—Harvest

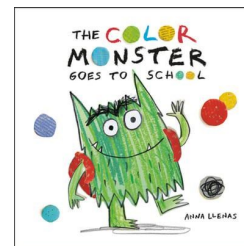


Reception Autumn 1

Visits, Visitors, Special Experiences to secure knowledge:

- Visit allotment/growing vegetables/fruit
- Order fruit and vegetables from a super market talk about food production.
- Visit from older generation and babies
- Visit school kitchen
- Cook our own produce (Potatoes)

Books to secure and deepen knowledge:



Strategies to help and support 'Keep up NOT catch up':

- Pre- teaching vocabulary
- Attendance monitoring
- Re-teach.
- Carpet hot spot placement.
- Careful talk/play partner selection
- Enhanced monitoring in continuous provision.

Enhancing Continuous Provision:

- Home Corner
- Fruit and Veg shop
- Recycling depot
- Baby clinic
- My family display
- Fruit and veg to study, chop, observe and draw.
- Plants to pull apart, draw, cut, smell etc.
- IWB and Ipad use to enhance provision and support learning

Involving families in our learning:

Home school diary links- Tapestry- Stay and Play- Phonics meeting- Curriculum Meeting- Parent Volunteers- Wow Wednesdays

Which specific vocabulary do we want children to know and recall?

C&L

Welcome
Family
Home
School
Listen
Stop

PD

Stack
Build
On top
Straight
Line
Run, stop, go, walk,
safe

PSED

Calm, happy, sad, angry, scared.
Evil
Healthy
Unhealthy
Kind
Gentle
Share
Try

M

More
Less
Add
One More
Now
Next
Then

L

Around
Down
Up
Write
Draw
Letter
Sound

UW

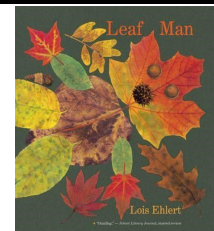
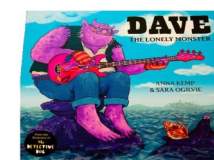
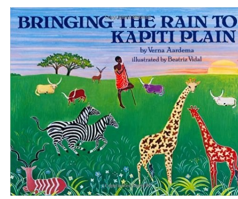
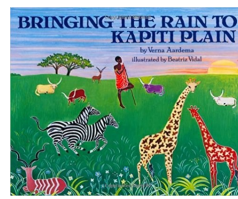
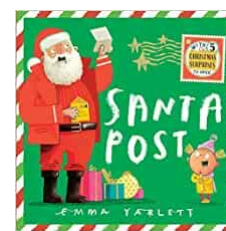

Myself—Family- Home
Baby
Plants- roots- soil- sun-
shine- water-
vegetables.
Glass, paper, metal,
plastic
Cold, hot, warm.

EAD

Balance- Stack
Mam- Dad- Brother-
Sister
Face- eyes- mouth- nose
- ears- tongue- hair-
glasses- arms- legs-
body.
Music- Beat- Rhythm

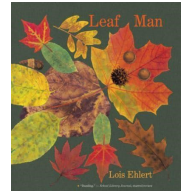
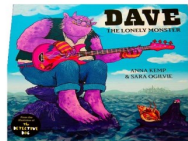
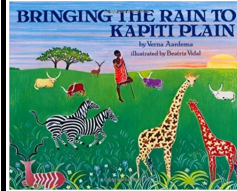
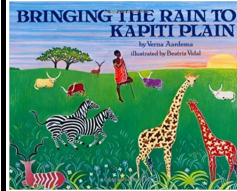




Exploring the Woods- People Around Us- Christmas Stories and Traditions

Reception Autumn 2

Skills	Vocabulary	Non-Negotiables	Suggested activities	Core Texts
Communication and Language Secure more complex rhymes. Secure agreed rules for conversational turn taking in small and larger groups. Ask, "Tell me more" to extend responses. Formulate and respond to 'Why' and 'How' questions. Process language which includes adjectives, verbs and positional vocabulary. Follow two step instructions. Recall and define specialist vocabulary for the half term.	Your turn, My Turn Now, Next Because, Maybe On, Under, Beside, in Complex Nursery Rhymes Nursery Rhyme		Integrate Nursery rhymes into daily practise. Promote turn taking during PDR talk partner work. Model answering questions using because and maybe. Utilise stories to generate how and why questions. Describe Dave the lonely monster and where Leaf man might go. Enhance positional language introduced in mathematics through stories and rhymes in C&L. Play listening games such as simon says. Explore emotions in Dave the lonely monster and link to using kind words during anti-bullying week.	  
Physical Development Stack, align and balancing with magnetic joints. Join and separate small construction kit components by clicking and twisting. Dig with trowels and hand forks. Using squashing techniques, including rolling pins to achieve desired effects. Cut and turn along outlines. Travel in different ways with control and co-ordination. Jump in different ways.	On top, Next to. Dig, hole, Run, jump, tag. Twist, join, connect. move, soil. Push, pull, roll, squash, squeeze.		Use small and large polydrons to build. Use mobile and other small construction in continuous provision. Clear vegetable beds of weeds ready for replanting in the Spring. Use clay in Forest school to create a model. Continue to promote cutting, sticking and use thicker paper, card and cardboard to strengthen cutting accuracy. Participate in class PE sessions with specialised PE teacher.	
Personal, Social and Emotional Development Follow wider school regimes. Articulate and demonstrate cleaning teeth. Articulate and demonstrate hand washing and food preparation. Identify healthy ingredients in healthy snacks. Work in pairs to succeed in a challenge. Build strategies to challenge undesirable behaviour.	Brush, tooth-brush, tooth-paste, water, clean. Dentist plaque, sugar, Germs, soap, dry, front, back. Listening Healthy Unhealthy	Brush, tooth-brush, tooth-paste, water, clean. Dentist	Special friends model behaviour expectations when moving around school. Invite a dentist into class to model accurate teeth brushing. Set up activities I continues provision to practise teeth brushing. Demonstrate correct hand washing after gardening activities. Experiment with where hands need rubbing during washing showing visually using paint and gloves. Sort snacks into healthy and unhealthy. Build animals from the leaf man story in pairs in forest school. Empathise with Dave the lonely monster and act our ways in which Dave's situation could've been avoided. Utilise anti-bullying week to address undesirable behaviour. Build on positive behaviours in day-to-day practise. Praise small gains.	 

Exploring the Woods- People Around Us- Christmas Stories and Traditions

Reception Autumn 2

Skills	Vocabulary	Non-Negotiables	Suggested activities	Core Texts
Mathematics Sort by one criterion. Recognise the odd one out within a set. Count backwards within 10 understanding the number before and counting back from a given number. Number composition to 5- subitising. Positional language. Qualitative comparison of mass and capacity. Narrate the pattern of the day.	Tall, short Before, after wide, narrow, In-front, Behind, next to More, less Heavy, light Days of the week	Tall Short	Daily counting up and back from 10 Start at different points when counting up and back within 10. Continue to subitise to 5 using dot patterns and natural objects such as acorns, conkers, pine cones, leaves, sycamore seeds etc. Use Leaf Man to introduce positional language...where has leaf man ended up STEM: Leaf man is _____ the _____ Continue to use a soft toy to model counting and making 'mistakes' within counting. Order the pattern of the day using pictures and matching language. Learn days of the week rhymes and follow the days if the week as the weeks progress. Sort items according to height and width.	  
Literacy Grasp and use a wide range of structures in books and use these to aid participation. Look for cues in illustrations. Memorise and perform more complex action rhymes and nursery rhymes. RWI Phase 1-2. Use some letters in sequence to convey meaning including CVC words. Begin to break speech into words when writing. Write labels, lists and captions with support. Read simple CVC words. Write CVC words.	Start, Middle, End More complex nursery rhymes. Special friends-(RWI) Blend Segment Sentence Word	Start End	Analyse images of Dave the Lonely Monster and match to emotions. Predict stages of a story using vocabulary within daily stories. Pre-teach unfamiliar vocabulary within the Core Texts. Practise forming letters in play using paint, chalk, paint bags, water on paintbrushes etc. Use working walls to excite and engage children in story books, making predictions about characters and plot from the clues. Create story hooks to allow speculation about a text. Value daily story time sharing a range of texts linked to children's interests. Follow RWI scheme showing fidelity. Encourage writing letters to santa. Label characters from core texts.	 
Understanding the world Describe changes to trees and woodland plants in autumn. Know and demonstrate how to plant bulbs. Predict how it will grow. Describe family Christmas traditions. Describe and explain changes of state with christmas chocolates. Name street furniture on a local walk. Name some special buildings in our community and their function. Understand the purpose of a cenotaph for remembrance day. Follow a map around the classroom The importance of rain Be able to code a simple technology device.	Trees, leaves, plants. Jesus, stable, Bethlehem. Weather, autumn, falling leaves, brown, orange. Cenotaph, remembrance. Tradition, gifts. Birdseye View Church, family. Advent, wreath. St. Joseph's St. Anne's Map Electric Africa Rain	Tree Leaves Jesus Church Electric	Observe changes in forest school noting the colour of the leaves. Collect leaves and autumnal items to explore further in class. Plant bulbs and predict how they will grow. Utilise vocabulary from Leaf Man such as 'Meadow' to explain different landscapes. Go on a local walk and identify significant street furniture. Go on an autumn walk and look for changes. Build a cenotaph in class, using large blocks, and act out what will happen on remembrance day. Partake in school Christmas traditions and celebrations using language in context. Understand that Jesus was born a long time ago and this occurred before children were born. Using Beebots in class with maps introducing coding. Why is rain important looking at Africa and the Core Text	 
Expressive Arts and Design Create new colours by mixing. Predict and narrate the effects. Generate narratives about the environment using small world props. Perform a small repertoire of repetitive songs. Mark the beat by clapping and tapping.	Colours-orange-brown-green-yellow, rough, smooth Light, dark. Stripes, squares, waves, lines. Christmas songs and nativity.	Autumn Colours Rough Smooth	Create a stick man in forest school. Act out the story of stick man in forest school. Discuss changes in the weather using core texts. Perform songs for school nativity/carol service. Act out the story of Jesus' birth. Mix colours to mimic autumnal colours. Paint a leaf man. Create images of animals using items from forest school to mimic those in the Leaf man text.	

Exploring the Woods- People Around Us- Christmas Stories and Traditions

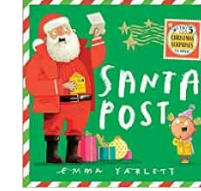
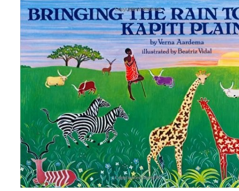
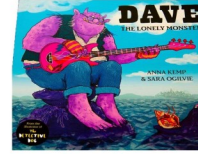
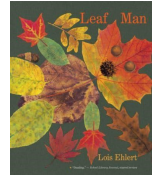
Reception Autumn 1



Visits, Visitors, Special Experiences to secure knowledge:

- School forest school and allotment
- Blaydon Burn
- Local area walks
- Autumn walk
- Visit to theatre
- Visit to cinema
- Gardener visits- utilising parents and school community.
- Beebots

Books to secure and deepen knowledge:



Strategies to help and support 'Keep up NOT catch up':

- Pre- teaching vocabulary
- Attendance monitoring
- Re-teach.
- Carpet hot spot placement.
- Careful talk/play partner selection
- Enhanced monitoring in continuous provision.
- NELI intervention
- Fastrack RWI programme.
- Recap and address misconceptions.

Enhancing Continuous Provision:

- Gardening equipment for planters.
- Large scale construction outside.
- Enhance small world with woodland features.
- Parcels to wrap
- Christmas trees to decorate.
- Nativity clothing in home corner.
- Autumnal loose parts.
- Magnifying glasses and light screen to explore plants and forest school collections.
- Music station to compliment specialised teaching .
- IWB and Ipad use to enhance provision and support learning

Involving families in our learning:

Home school diary links- Tapestry- Stay and Play- Invite keen gardeners to talk- Set home learning activities- Invite parents to watch nativity/carol service.

Which specific vocabulary do we want children to know and recall?

C&L

Complex Nursery
Rhymes
Your turn, My Turn
Now, Next
Because, Maybe
On, Under, Beside,
in

PD

On top, Next to.
Twist, join, connect.
Dig, hole, move, soil.
Push, pull, roll, squash, squeeze.
Run, jump, tag.

PSED

Brush, toothbrush, toothpaste, water, clean, plaque, sugar.
Germs, soap, dry, front, back.
Healthy
Unhealthy

M

Tall, short, wide, narrow,
Before, after
In-front, Behind, next to.
More, less
Heavy, light
Days of the week

L

Start, Middle, End
More complex nursery rhymes.
Special friends- (RWI)
Blend
Segment
Sentence
Word

UW



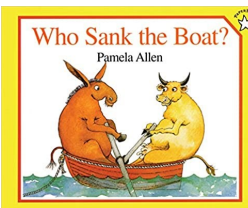
Trees, leaves, plants.
Weather, autumn, falling leaves, brown, orange.
Cenotaph, remembrance.
Jesus, stable, Bethlehem.
Tradition, gifts.
Church, family.
Advent, wreath.

EAD

Colours-orange-brown-green-yellow
Light, dark.
Stripes, squares, waves, lines.
Christmas songs and nativity.

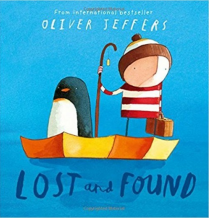
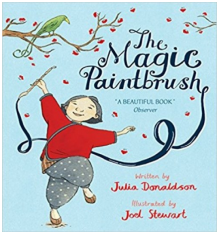
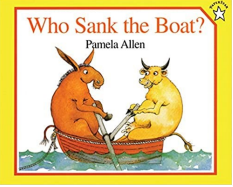
Cold Climates—All Change in the Woods- Chinese New Year

Reception Spring 1

Skills	Vocabulary	Non-Negotiables	Suggested activities	Core Texts
Communication and Language Play with words and ‘funny’ rhymes. Participate in very familiar stories as choric speech between narrator and characters. Become familiar with time conjunctions when telling stories. Process language which includes adjectives, verbs and positional vocabulary. Add conjunctions on the end of simple responses to include detail. Recall and define specialist vocabulary for the half term.	and Because, and, also, then, after, next. Adjective. Conjunction.	and	Sing more complex nursery rhymes. Speculate about core texts and make predictions. Extend thinking through modelling conjunctions. Describe the penguin from lost and found using adjective explicitly. Describe Shen, dragon and emperor from the Magic paintbrush using adjective explicitly. Look at specific vocabulary from each core text- ask children to spot where it has been used. Tell stories and make predictions with enthusiasm. Paint items like Shen did in the story, speculate, excite and engage in the text by bringing them to life in school bringing in real items. Model conjunctions explicitly throughout.	  
Physical Development Weave thread and tie. Join with tape and glue. Use small tools accurately. Recognise body changes during exercise. Carry and control small equipment. Travel across simple obstacle courses. Kick a ball to a target or friend.	Heart, pump, blood, sweat, hotter, cooler, exercise, travel, obstacle. Weave, thread, tie. Cut, chop. Breathe, Breath	Heart Cut, chop. Breathe, Breath	Create own boats using different materials. Join using tape, glue, making holes etc. Use small tools to create boats. Use clay to create a boat including the use of small tools. Participate in PE lessons with specialist PE teacher. Build and create dancing ribbons with sticks and ribbon. Weave, swirl and move to music using ribbons created.	
Personal, Social and Emotional Development Articulate the rationale for school routines and expectations. Work in a small group on tasks like turn-taking games. Articulate simple problem solving approaches. Make healthy snacks.	Listen My turn Wait Respectful, polite, listening. Healthy, unhealthy, fruit, vegetable, sugar.	Listen My turn Wait	Encourage a positive environment giving clear positive behaviour expectations. Build self esteem and confidence through praising what children CAN do. Play turn taking games in continuous provision and model the use of my turn, your turn throughout. Chop, cut and slice vegetables which have come to life from the magic paintbrush try them as part of a healthy snack. Sort items which have come to life from the Magic paintbrush into healthy and unhealthy.	

Cold Climates—All Change in the Woods- Chinese New Year

Reception Spring 1

Skills	Vocabulary	Non-Negotiables	Suggested activities	Core Texts
Mathematics Count forwards and backwards within 20. Compare length and height qualitatively. Compare weight qualitatively. Composition of 6, 7 and 8 partitioning and recombining. Subitise to 5. Make comparisons of length and height. Order by height. Make comparisons of weight. Order by weight. Design with 2d shapes.	Today, tomorrow, yesterday, week, weekend. 3D shape names. Forward, backwards. Length, height, tallest, shortest, longest. Heavy, light. Heaviest, lightest.	Today Tomorrow	Sort food which has come to life from the magic paintbrush into healthy and unhealthy. Describe items which have come to life using 3D names, sphere, cuboid, cube. Track the days of the week and using time vocabulary daily. Daily counting up to and back from 20. Continue to use a soft toy to model counting and making 'mistakes' within counting. Sort the animals from who sank the boat by height. Sort the animals from who sank the boat by weight. Speculate why was it the lightest animal who sank the boat eventually? Partition and recombine 6,7,and 8. Introduce 6,7, and 8 knitted numberblocks into continuous provision. Use part whole models to partition- allow opportunities for this in continuous provision.	
Literacy Recall key elements of books heard and read. Express a preference for books. Learn word play rhymes and more complex nursery rhymes. RWI phase 2. Read simple phonically regular captions and sentences. Write simple sentences with regular words including those with digraphs.	Title, illustrator, author, rhyme, word, sentence. Full stop. Adjective, conjunction.	Title	Share core texts using pre-teaching to teach unfamiliar vocabulary prior to sharing texts. Use working walls to excite and engage children in story books. Create story hooks to allow speculation about a text. Value daily story time sharing a range of texts linked to children's interests. Continue RWI scheme daily. Describe the penguin, Shen and the dragon using adjectives. Verbally refer to conjunctions when speaking and making predictions e.g. I think this will happen because...(I used because a conjunction) Write simple sentences linked to the core texts.	
Understanding the world Describe changes to trees and woodland plants in winter. Describe and explain changes of state in water during winter. Name locality features on a local walk. Name other special buildings in our community. Handle a basic map. Describe the re-enactment of Chinese new year. Describe and recall life cycles. Use a basic technological device.	Library, China, Autumn, Spring, Summer, Winter. Race. Year. Laptop community, celebration. tradition, new year, dragon. Season, Technology Device evergreen. Branches, frozen, ice, melt, solid, liquid. Sink, float. Arctic, Antarctic, north and south pole. Keyboard skills, touchpad, Apps	Library Laptop	Utilise weekly forest school sessions to discuss weather, seasonal changes make predictions about how it will change in the coming weeks. Collect ice, snow to create tuff tray experiences linked to Lost and Found. Paint ice and snow. Act out 'The Great Race' Celebrate Chinese new year. Look at Chinese traditions and create opportunities to embed understanding of dragon and emperor through the Magic Paintbrush text. Use the YoTo player to listen to stories and choose desired story. Use a small laptop in the home corner in role play.	
Expressive Arts and Design Create with colours by layering and overlapping. Twist, wrap and weave. Draw familiar landmarks. Dance with large arm movements using ribbon, fabric and props.	Material. Layering, overlapping, texture, twist, wrap. high, low. Instruments, movement. Dance. Melody, rhyme,	Material	Explore painting objects using different colours encourage mixing paints, overlapping and layering. Participate in music sessions with specialised music teachers. Dance using self made ribbons linking to the Magic Paintbrush and Chinese new year. Create own boats from materials including clay. Create own leaf boats and float them on the pond during Forest School.	

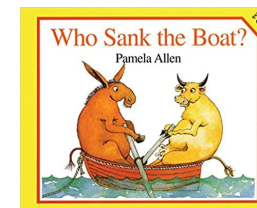
Me, My Family and My home -Friends and Feelings—Harvest



Visits, Visitors, Special Experiences to secure knowledge:

- Chinese celebrations/visits from Chinese community.
- Forest School weekly linking activities to core texts.
- Visit from school priest.
- Local walks/nature walks.
- Handling a basic map

Books to secure and deepen knowledge:



Strategies to help and support 'Keep up NOT catch up':

- Pre- teaching vocabulary
- Attendance monitoring
- Re-teach.
- Carpet hot spot placement.
- Careful talk/play partner selection
- Enhanced monitoring in continuous provision.
- NELI intervention
- Fastrack RWI programme.
- Recap and address misconceptions.
- Use of YoTo Player

Enhancing Continuous Provision:

- Ice tray, snow tray.
- Chinese restaurant/role play.
- Small world role play.
- Fruits and vegetables.
- Tools to use in claywork.
- Turn taking games and activities.
- Use of small laptop in home corner

Involving families in our learning:

Home school diary links- Tapestry- Stay and Play- Wow Wednesdays- Invite parent speakers in-

Which specific vocabulary do we want children to know and recall?

C&L

and
Because, and, also,
then, after, next.
Adjective.
Conjunction.

PD

Heart,
pump, blood, sweat,
hotter, cooler, exercise,
travel, obstacle.
Weave, thread, tie.
Cut, chop.
Breathe, Breath

PS&D

Listen
My turn
Wait
Respectful, polite,
listening.
Healthy, unhealthy,
fruit, vegetable, sugar.

M

Today, tomorrow,
yesterday, week,
weekend.
3D shape names.
Forward, backwards.
Length, height, tallest,
shortest, longest.
Heavy, light.
Heaviest, lightest.

L

Title,
illustrator, author,
rhyme, word, sentence.
Full stop.
Adjective, conjunction.

UW

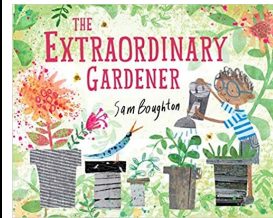
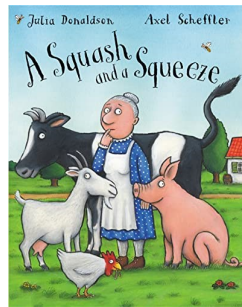
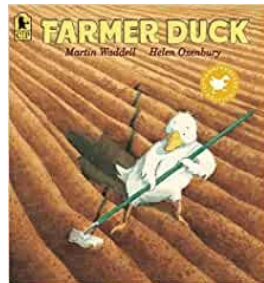
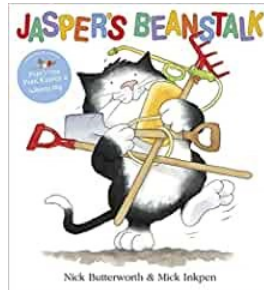
Library, China, Autumn, Spring, Summer,
Winter. Race. Year.
Laptop
community, celebration.
tradition, new year, dragon.
Season,
Technology
Device
evergreen.
Branches, frozen, ice, melt, solid, liquid.
Sink, float.
Arctic, Antarctic, north and south pole.
Keyboard skills, touchpad, Apps

EAD

Material.
Layering, overlapping,
texture, twist, wrap.
high, low.
Instruments, movement.
Dance.
Melody, rhyme,

Growth and New Life- Down on the Farm- Easter Stories and Traditions

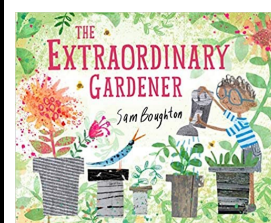
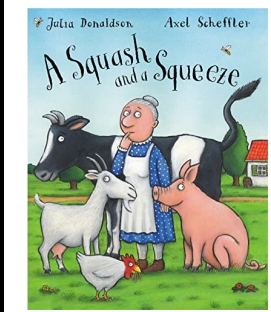
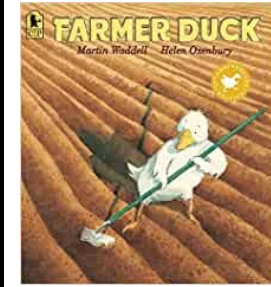
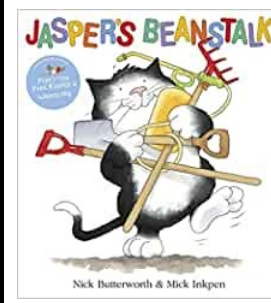
Reception Spring 2

Skills	Vocabulary	Non-Negotiables	Suggested activities	Core Texts
<u>Communication and Language</u> Retell familiar stories using sequenced illustrations as prompts. Begin to accurately use time conjunctions when telling stories. Process language which includes challenging adjectives, verbs and positional vocabulary. Answer open ended or speculative questions. Teach new skills to others by demonstration. Recall and define specialist vocabulary for the half term.	First, Next, After a while Later The Same day Then, after that, finally.	First Next	Integrate Nursery rhymes into daily practise. Promote turn taking during PDR talk partner work. Model answering questions using because and maybe. Utilise stories to generate how and why questions. Pre-teach vocabulary linked to core texts. Sequence stories using illustrations and match to First, Them, Next, After Than and Finally vocabulary.	   
<u>Physical Development</u> Safely use a range of food preparation tools including chopping boards, knives, graters and fruit squeezers. Control small games equipment when transporting, collecting and throwing. Travel across more complex obstacle courses including changes of height. Roll or throw a ball underarm at a target.	Danger Safe help Careful, risk. Knife, cut, chop, grate, squeeze, press. Push, pull, squeeze.	Danger Safe Help	Explore food items which come from the garden and experiment with presenting them in different ways such as grating, chopping, squeezing etc. Participate in Pe with specialised PE teacher. Build, twist and weave beanstalks and plants using different materials such as crepe paper, card, tissue paper. Join materials together in cut and stick more securely and with confidence. Mimic jobs on the farm such as milking a cow (glove with holes in), chopping crops, getting rid of weeds in forest school.	
<u>Personal, Social and Emotional Development</u> Work in small groups during turn-taking games and tasks. Articulate how to solve problems. Choose ingredients suited to healthy snacks.	Wait Your turn, my turn. patient. Kind, gentle. Unkind, bullying. We could... Names of fruits and vegetables. Names of farm animals. Healthy Unhealthy	Wait My turn Your turn	Special friends model behaviour expectations when moving around school. Invite a dentist into class to model accurate teeth brushing. Set up activities I continues provision to practise teeth brushing. Utilise Farmer Duck to address undesirable behaviour and promote being 'The best We Can Be' Build on positive behaviours in day-to-day practise. Praise small gains. Play turn-taking games in continues provision with larger groups of children.	

Growth and New Life- Down on the Farm- Easter Stories and Traditions



Reception Spring 2

Skills	Vocabulary	Non-Negotia- bles	Suggested activities	Core Texts
Mathematics Count forwards and backwards within 20. Comparing numbers to 10. Number bonds to 10 Spatial patterns. Narrate the pattern of the week, today, tomorrow, yesterday and the weekend. Composition of 6, 7 and 8 pair wise and five wise patterns on 10's frames.	Today Days of the week. 2D shape names. Sides, corners, edges. Pair. 5's. Odd, Even.	Today	Daily oral counting up and back from 20 Start at different points when counting up and back within 20. Subitise to 6 and 7 using dot patterns and natural objects such as acorns, conkers, pine cones, leaves, sycamore seeds etc. Use Jaspers Beanstalk to embed days of the week. Order days of the week and Jaspers Beanstalk to match. Continue to use a soft toy to model counting and making 'mistakes' within counting. Use 5 and then 10's frames to look at pairs, odd, even, five wise patters. Explore different shapes through potato printing. Explore shapes on light board in continuous provision. Challenge children to build different representations using 2d shapes.	   
Literacy Understand cause and effect in books. Predict ending to books. Understand and sing complex nursery rhymes. Word play songs. Write simple sentences with regular words including those with digraphs.	Book Information book, non-fiction, context, index, illustrations, diagram, label. Extraordinary. Old, young, child, adult.	Book	Predict stages of a story using vocabulary within daily stories. Pre-teach unfamiliar vocabulary within the Core Texts. Use working walls to excite and engage children in story books, making predictions about characters and plot from the clues. Create story hooks to allow speculation about a text. Value daily story time sharing a range of texts linked to children's interests. Follow RWI scheme showing fidelity. Verbally refer to conjunctions when speaking and making predictions e.g. I think this will happen because...(I used because a conjunction) Write simple sentences linked to the core texts. Look at non-fiction information books on plants and animals. Label parts of plants and animals using captions.	
Understanding the world Navigate left and right turns. Identify similarities with babies and four year olds. Describe how people change from 0-4. Identify similarities and differences between 4 year olds and adults. Describe the re-enactment of the Easter Story. Know farm animals, their homes and features. Know the life cycle of a Frog	Change Baby Growth Child Past Development Comapre Present Furture Decay Duck, cow, sheep, cattle, flock, herd. Life cycle- Frog, Frog Spawn- Tadpole	Change Baby Growth Child Past Life Cycle	Observe changes in forest school noting the colour of the leaves. Collect items from Forest. Plant, and observe how a beanstalk grows. Partake in school Easter traditions and celebrations using language in context. Understand that Jesus died on the cross a time ago and this occurred before children were born. Invite a baby into class to talk about similarities and differences between them and us. Order life stages from 0-4 using pictorial representations. Show images of how children then change to adults. Place animals in their correct homes. Group animals into pens and use group names such a flock. Pond dip and collect frog spawn to observe cycle.	
Expressive Arts and Design Make choices of media when creating. Speak and act in role. Retell episodes from a known story with dialogue. Memorise short choreographed dances.	Press, Push. Squeeze, squash. Twist, turn. Bend, Stretch Design.	Press Push	Create a beanstalk from paper (crepe, tissue, card) Discuss changes in the weather using core texts. Sing songs linked to Easter and the resurrection of Jesus. Hold liturgy for Mothers Day with parents. Mix and paint with spring colours. Create images of animals from the farm. Draw and paint images from observing real flowers. Create cards for Mothers Day.	

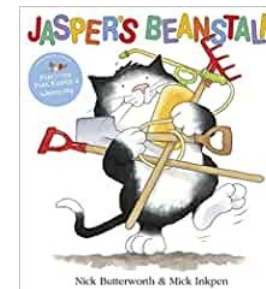
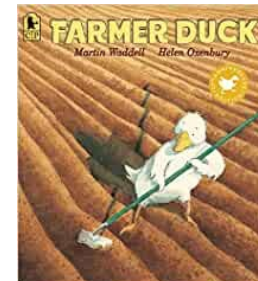
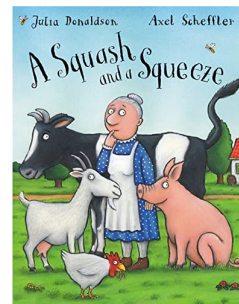
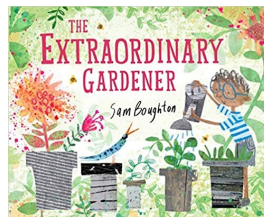
Growth and New Life- Down on the Farm- Easter Stories and Traditions



Visits, Visitors, Special Experiences to secure knowledge:

- School forest school and allotment
- Nurse from local community.
- Healthy picnic.
- Gardener visits.
- Visit from a baby.
- Visit to the farm
- Lenten Olympics
- Easter Bonnet Parade
- Pond dip in school pond

Books to secure and deepen knowledge:



Strategies to help and support 'Keep up NOT catch up':

- Pre- teaching vocabulary
- Attendance monitoring
- Re-teach.
- Carpet hot spot placement.
- Careful talk/play partner selection
- Enhanced monitoring in continuous provision.
- NELI intervention
- Fastrack RWI programme.
- Recap and address misconceptions.
- Fund visits for those needed.

Enhancing Continuous Provision:

- Gardening equipment for planters.
- Christmas trees to decorate.
- Eggs to decorate
- Magnifying glasses and light screen to explore plants and forest school collections.
- Music station to compliment specialised teaching .
- Dance equipment in continuous provision.

Involving families in our learning:

Home school diary links- Tapestry- Stay and Play- Invite keen gardeners to talk- Set home learning activities- Invite parents to watch Lit-urgy- Invite in a baby- Invite in a nurse.

Which specific vocabulary do we want children to know and recall?

C&L

First, Next,
After a while
Later
The Same day
Then, after that,
finally.

PD

Danger
Safe
help
Careful, risk.
Knife, cut, chop,
grate, squeeze,
press.
Push, pull,
squeeze.

PS&D

Wait
Your turn, my turn.
patient.
Kind, gentle.
Unkind, bullying.
We could...
Names of fruits and
vegetables.
Names of farm ani-
mals.
Healthy
Unhealthy

M

Today
Days of the week.
2D shape names.
Sides, corners, edg-
es.
Pair.
5's.
Odd, Even.

L

Book
Information book,
non-fiction, context,
index, illustrations,
diagram, label.
Extraordinary.
Old, young, child,
adult.

UW

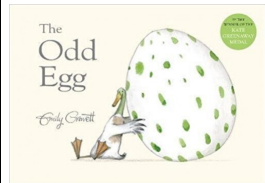
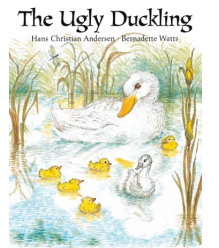
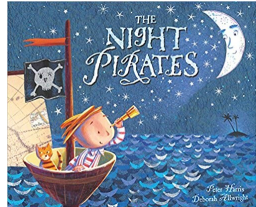
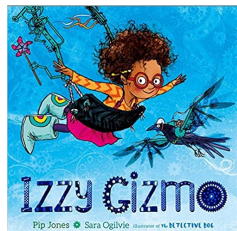
Change
Baby
Growth
Child
Past
Development
Comapre
Present
Furture
Decay
Duck, cow, sheep, cat-
tle, flock, herd.
Life cycle- Frog, Frog

EAD

Press, Push.
Squeeze, squash.
Twist, turn.
Bend, Stretch
Design.

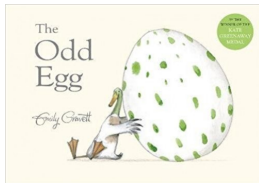
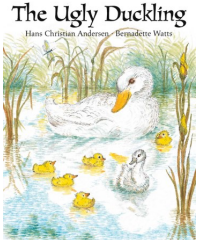
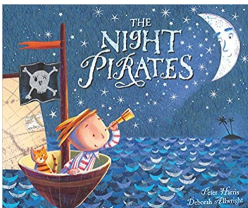

Green Fingers- All Change in the Woods- Seaside

Reception Summer 1

Skills	Vocabulary	Non-Negotiables	Suggested activities	Core Texts
Communication and Language Tell familiar stories with dialogue using small world figures, puppets or in role play. Accurately use time conjunctions when telling stories. Use language which includes challenging adjectives, verbs and positional vocabulary. Memorise rhymes and incorporate percussion. Answer open ended and speculative questions.	Once upon a time. After a while. Later. I think because... It could be. I might.	Once Upon a time.	Use puppets/soft toys of ducks and eggs as props to reinact core texts. Leave large Paper Mache eggs for children to discover and predict where they've come from. Promote the use of adjectives to describe eggs, ducklings and pirates. Place different eggs in the classroom and ask children to use noun phrases to describe. Create thought bubbles of odd egg characters. Look at specific vocabulary from each core text- ask children to spot where it has been used. Tell stories and make predictions with enthusiasm. Sing pirate songs and rhymes.	   
Physical Development Control large scale gardening tools including watering cans. Control printing tools to create a desired effect. Dismantle objects and mechanisms using a range of hand actions. Control and steer a ball by hand. Aim, roll, track and collect a ball.	Fork Shovel Watering Can Water Butt Action verbs-		Draw and cut out houses, attach sails and make your own pirate boat like Tom's. Use small tools to create ships. Participate in PE lessons with specialist PE teacher. Build and create dancing ribbons with sticks and ribbon. Weave, swirl knot grass and reeds to create a duck nest in Forest School. Gently handle the ducklings and eggs when they hatch out.	
Personal, Social and Emotional Development Engage in more complex and extended turn taking games. Read facial expressions, body language and extended vocabulary of emotions. Articulate reasons for success of failure of a challenge. Build suitable strategies to enhance friendships.	Fair My turn, your turn. Worried, excited. nervous, terrified, disappointed, angry. This worked well because... This was difficult because...		Encourage a positive environment giving clear positive behaviour expectations. Build self esteem and confidence through praising what children CAN do they couldn't previously. Develop Growth mind-set through reflecting on how far children have come. Reflect on challenges and success offering examples of vocabulary...you succeeded because...you can improve further by... Interpret pictures of characters from the core texts and match to emotions. Show emotions using own facial expressions and body language.	

Green Fingers- All Change in the Woods- Seaside

Reception Summer 1

Skills	Vocabulary	Non-Negotia- bles	Suggested activities	Core Texts
Mathematics Rote count to 20 independently. Demonstrate composition to 10 by partitioning and recombining. Pair and 5 wise patterns to 10 on 10's frames. Recall and apply doubles to 5. Recall subtraction facts within 5 and apply. Design 3d shapes out of shapes. Narrate the pattern of the week. Doubling. Adding more and taking away within 10.	Part, part, whole. Double. Altogether Odd and Even. 3D shapes sphere, cone, cube, cuboid. Symmetrical. Names of the week, week-end, today, tomorrow, yesterday.	Part, Part, Whole	Sort animals into animals which do lay eggs and animals which don't. Track the days of the week and using time vocabulary daily. Daily counting up to and back from 20. Continue to use a soft toy to model counting and making 'mistakes' within counting. Use tens frames in maths activities to count loose parts. Identify number blocks which are odd/even based on their shape. Share out items/treats between two children and if reinforce odd and even starting number based on whether there is one left over. Explore counting, adding and taking away in continuous provision games.	 
Literacy Predict the development of a plot. Empathise with characters. Make links between texts. Access simple information books. RWI phase 2. Write short compositions with more than one sentence and full stops.	First, next, then, after that. later, finally. Worried, excited, nervous, terrified, disappointed, angry. Information book, non-fiction, fiction, contents, index, illustration, diagram, label. noun	First, next, then, after that.	Share core texts using pre-teaching to teach unfamiliar vocabulary prior to sharing texts. Use working walls to excite and engage children in story books. Create story hooks to allow speculation about a text. Value daily story time sharing a range of texts linked to children's interests. Write duck and the ugly duckling a letter to cheer them up. Match the names of the birds (nouns) to the birds. Continue RWI scheme daily. Describe Write simple sentences linked to the core texts. Find pirate treasure by reading simple instructions such as, "in the sand." Sing pirate songs and rhymes.	 
Understanding the world Describe changes to trees and woodland plants in spring. Know and demonstrate how to grow and care for seedlings. Name physical features of the beach environment. Use a technological device to capture pictures and videos	Trunk, branch, twig, leaf, seed, soil, water Blossom, bloom, bud, seedling, soil, stalk, leaf, stem, flower, fruit, light, sunshine, warmth. Beach, sea, waves, tide, rock pool. Map, key.	Trunk, branch, twig, leaf, seed, soil, water	Utilise weekly forest school sessions to discuss weather, seasonal changes make predictions about how it will change in the coming weeks. Examine buds and leaves as they emerge using magnifying glasses and light board. Teach importance of gently handling the eggs and ducklings when they hatch out. Begin to introduce vocabulary linked to the seaside using the night pirates vocabulary. Look at pirate maps and use a key to read the map. Use I pads to capture images and videos of ducklings	
Expressive Arts and Design Make increasingly detailed drawings of natural things found and living things. Print in different ways with paint to make a desired effect. Select reclaimed materials to create collages. Move rhythmically and dance. Call and response songs	Make Shape, colour, shade, line, detail. Recycled, cardboard, clip, stick, tie, tape.	Make	Explore painting and decorating eggs. Explore exciting patterns on different eggs. Create your own Faberge egg design using different medis, pens, crayons, chalk, paint etc. Participate in music sessions with specialised music teachers. Weave, swirl knot grass and reeds to create a duck nest in Forest School. Make a telescope and look for pirates in Forest School. Create collages from pirate treasure found in a chest. Draw the eggs and ducks when they hatch out using detail. Use Inspiration from 'Izzy Gizmo' to create and craft from re-claimed mater	



Green Fingers- All Change in the Woods- Seaside

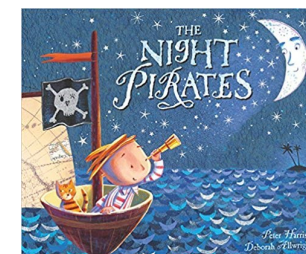
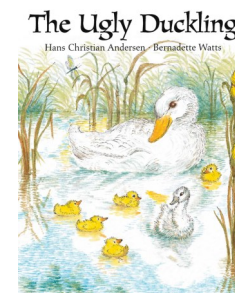
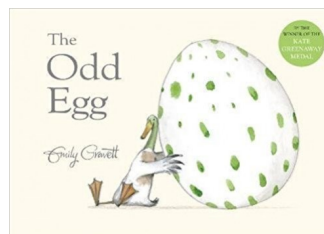


Reception Summer 1

Visits, Visitors, Special Experiences to secure knowledge:

- Visit to Blaydon burn to look for nests, eggs and birds.
- Incredible eggs with duck eggs to hatch out.
- Visit from allotment/gardener to support gardening in forest school.
- Fire in forest school.
- Pirate Maps

Books to secure and deepen knowledge:



Strategies to help and support 'Keep up NOT catch up':

- Pre- teaching vocabulary
- Attendance monitoring
- Re-teach.
- Carpet hot spot placement.
- Careful talk/play partner selection
- Enhanced monitoring in continuous provision.
- NELI intervention
- Fastrack RWI programme.
- Recap and address misconceptions.
- Reading buddies with Year 6 children

Enhancing Continuous Provision:

- Turn taking games and activities.
- Adult and children gardening tools.
- Time lapse films of plants growing.
- Time lapse films of ducklings hatching.
- Insect hotel with microscope.
- Birds spotting.
- Weaving and wrapping with sticks and leaves.
- Role play pirates and treasure hunts.
- Use of Ipad to capture images of real life.
- Use of Ipad to capture videos.

Involving families in our learning:

Home school diary links- Tapestry- Stay and Play- Wow Wednesdays- Invite family members to help gardening- Ask families to suggest names or ducklings

Which specific vocabulary do we want children to know and recall?

C&L

Once upon a time.
After a while.
Later.
I think because...
It could be.
I might.

PD

Fork
Shovel
Watering Can
Water Butt
Action verbs-

PS&D

Fair
My turn, your turn.
Worried, excited.
nervous, terrified,
disappointed, angry.
This worked well
because...
This was difficult
because...

M

Part, part, whole.
Double.
Altogether
Odd and Even.
3D shapes sphere, cone,
cube, cuboid.
Symmetrical.
Names of the week,
weekend, today, tomorrow,
yesterday.

L

First, next, then, after
that.
later, finally.
Worried, excited, nervous,
terrified, disappointed, angry.
Information book, non-fiction,
fiction, contents, index,
illustration, diagram, label.
noun

UW

Trunk, branch, twig,
leaf, seed, soil, water
Blossom, bloom,
bud, seedling, soil,
stalk, leaf, stem,
flower, fruit, light,
sunshine, warmth.
Beach, sea, waves,
tide, rock pool.
Map, key.

EAD

Make
Shape, colour, shade,
line, detail.
Recycled, cardboard,
clip, stick, tie, tape.

Seaside- Growing and Changing

Reception Summer 2

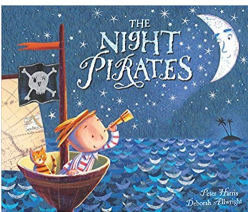
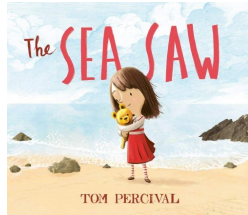
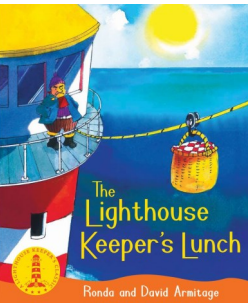

Skills	Vocabulary	Non-Negotiables	Suggested activities	Core Texts
Comunication and Language Generate original narratives, using small world, puppets or other resources. Process language which includes challenging adjectives, verbs and positional vocabulary. Play games and give instructions to each other. Recall and define specialist vocabulary for the half term.	My toy First, then, next, after that, finally. is special because... Happily Grieve It could be... Infront, behind, underneath, opposite.	My toy First, then, next, after that, finally.	Integrate Nursery rhymes into daily practise. Sing sea shanty songs. Promote turn taking during PDR talk partner work. Model answering questions using because and maybe. Utilise stories to generate how and why questions. Pre-teach vocabulary linked to core texts. Sequence stories using illustrations and match to First, Them, Next, After Than and Finally vocabulary. If I were a pirate I would...	
Physical Development Stack and align irregular and natural objects. Use hand molding and building techniques will malleable materials. Control large scale gardening tools including watering cans. Use fine pincer mark making clay tools with precision. Use a range of tools to dismantle mechanisms. Roll or throw a ball underarm accurately at a target. Kick a ball accurately to a target or friend.	Pour, dig, cut, chop. Catch, throw, over, under. Stack, balance. Flat, jagged. Screw, twist, clockwise, anti-clockwise.	Pour, dig, cut, chop. Catch, throw,	Participate in Pe with specialised PE teacher. Stack rocks in preparation for rock stacking on the beach. Dig, pour water, carry water buckets and build sand castles. Carry watering cans with water in. Explain why its difficult. Dismantle mechanisms in continuous provision.	
Personal, Social and Emotional Development Engage in games where different participants have different roles. Use effective strategies to challenge undesirable behaviour.	Your turn, my turn. Friends. Special. Secondary school. Missing. Bereft. Supportive respect	Your turn, my turn. Friends. Special.	Prepare for the moving on of out special friends. Make thank you cards and small keepsakes for them Draw pictures of our special friend and discuss emotions when saying goodbye. Reflect on how they have been a good friend. Prepare for Year 1 through providing strategies to manage feelings and behaviour when facing new experiences. Role play scenarios with options of what to do to resolve undesirable feelings. Play turn-taking games in continues provision with larger groups of children.	



Seaside- Growing and Changing



Reception Summer 2

Skills	Vocabulary	Non-Negotia-bles	Suggested activities	Core Texts
Mathematics Notice and articulate patterns on a 100 square. Recall and apply doubles and halves within 10. Create and compare more complex linear patterns. Create symmetrical designs with 2d and 3d shapes. Sort 2d and 3d shapes. Measure mass a capacity. Spatial reasoning.	Part, part, whole. Altogether. Full, empty. Double, half. Even and odd. 3D shape names. Symmetrical. Fives, tens. Pattern. Repeating pattern.	Part, part, whole. Altogether. Full, empty.	Daily oral counting up and back from 20 Start at different points when counting up and back within 20. Subitise to 6 and 7 using dot patterns and natural objects such as acorns, conkers, pine cones, leaves, sycamore seeds etc. Use 5 and then 10's frames to look at pairs, odd, even, five wise patters. Explore shapes on light board in continuous provision. Challenge children to build different representations using 2d shapes. Examine 100 square and excite children with larger numbers showing visual representations.	   
Literacy Name book characters and describe their qualities. Articulate the dilemmas characters face. Use the structure of rhyming text to participate in longer sections of text. RWI phase 3. Write short compositions with more than one sentence, capital letters and full stops.	Information book, Old, young, child, adult. non-fiction, context, index, illustrations, diagram, label.	Information book, Old, young, child, adult.	Predict stages of a story using vocabulary within daily stories. Pre-teach unfamiliar vocabulary within the Core Texts. Use working walls to excite and engage children in story books, making predictions about characters and plot from the clues. Create story hooks to allow speculation about a text. Value daily story time sharing a range of texts linked to children's interests. Follow RWI scheme showing fidelity. Describe the sounds and smells at the seaside. Complete activities to strengthen imaginations, sentence structure and writing stamina using core texts.	
Understanding the world Describe changes to trees and woodland plants in summer. Identify similarities and differences between seaside and woodland animals. Compare physical features of the coast and inland. Understand that different countries and cultures have different traditions and celebrations.	Growing, light, dark, shade. water, salt, fresh. Past, Present, time French, Flag, Baguette Change, growth Difference Similarity Shadow Languages Treasure, sand, water, seaglass, erosion, fossil, shell, Tide, current, weather, storm. Country	Growing, light, dark, shade. water, salt, fresh. Past, Present, time French	Compare woodland animals to seaside animals and creatures. Explore shells, sea glass, fossils and beach artefacts making conclusions and observations. Model how erosion happens by carrying out scientific experiments. Demonstrate how glass changes when it becomes sea glass. Dig for and gently excavate fossils in continuous provision. Understand that things have happened in the past and events now will change the future through burying time capsule with special friends. Identify similarities and differences between seaside and inland. Identify where France is on Google Maps. Craft the French flag.	
Expressive Arts and Design Create transient designs with natural items. Make detailed and accurate observational drawings. Generate enacted narratives of role play. Use dance movements to tell a story. Simple sea shanties.	Shape Size Rhythm Move to the beat Transient art Sea shanty	Shape Size Rhythm	Create transient art using sea glass and sea artefacts. Draw sea shells by observational drawings using pencils and charcoal. Act out parts of different core texts. Participate in music lessons with specialised music teachers. Sing sea shanty songs.	

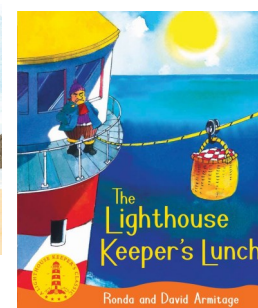
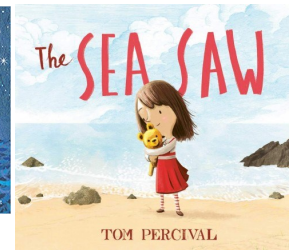
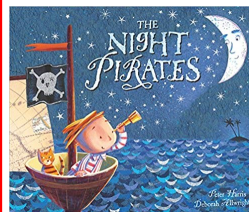


Seaside- Growing and Changing

Visits, Visitors, Special Experiences to secure knowledge:

- School forest school and allotment
- Visit to the seaside
- Bury time capsule
- Dig up time capsule with special friends from 7years ago.
- Celebration of French/international day.

Books to secure and deepen knowledge:



Strategies to help and support 'Keep up NOT catch up':

- Pre- teaching vocabulary
- Attendance monitoring
- Extra transition days in Year 1 for those needed.
- Recap and address misconceptions.
- Fund visits for those needed.

Enhancing Continuous Provision:

- Seaside role play.
- Magnifying glasses and light screen to explore plants and forest school collections.
- Beachcombing, treasure chests, shells, pebbles, sea glass.
-

Involving families in our learning:

Home school diary links- Tapestry- Stay and Play- Visits to the beach- Set home learning activities- Invite parents to watch class assembly - carry out a beach clean-

Which specific vocabulary do we want children to know and recall?

C&L

My toy
First, then, next,
after that, finally.
is special because...
Happily
Grieve
It could be...
Infront, behind,
underneath, oppo-
site.

PD

Pour, dig, cut,
chop.
Catch, throw,
over, under.
Stack, balance.
Flat, jagged.
Screw, twist,
clockwise, anti-
clockwise.

PS&D

Your turn, my turn.
Friends.
Special.
Secondary school.
Missing.
Bereft.
Supportive
respect

M

Part, part, whole.
Altogether. Full,
empty.
Double, half.
Even and odd.
3D shape names.
Symmetrical.
Fives, tens.
Pattern.
Repeating pattern.

L

Information book,
Old, young, child,
adult.
non-fiction, context,
index, illustrations,
diagram, label.

UW

Growing, light, dark, shade.
water, salt, fresh.
Past, Present, time
French, Flag, Baguette
Change, growth
Difference
Similarity
Shadow
Languages
Treasure, sand, water, sea-
glass, erosion, fossil, shell,
Tide, current, weather,
storm.

EAD

Shape
Size
Rhythm
Move to the beat
Transient art
Sea shanty