

# St Barnabas CofE Primary School



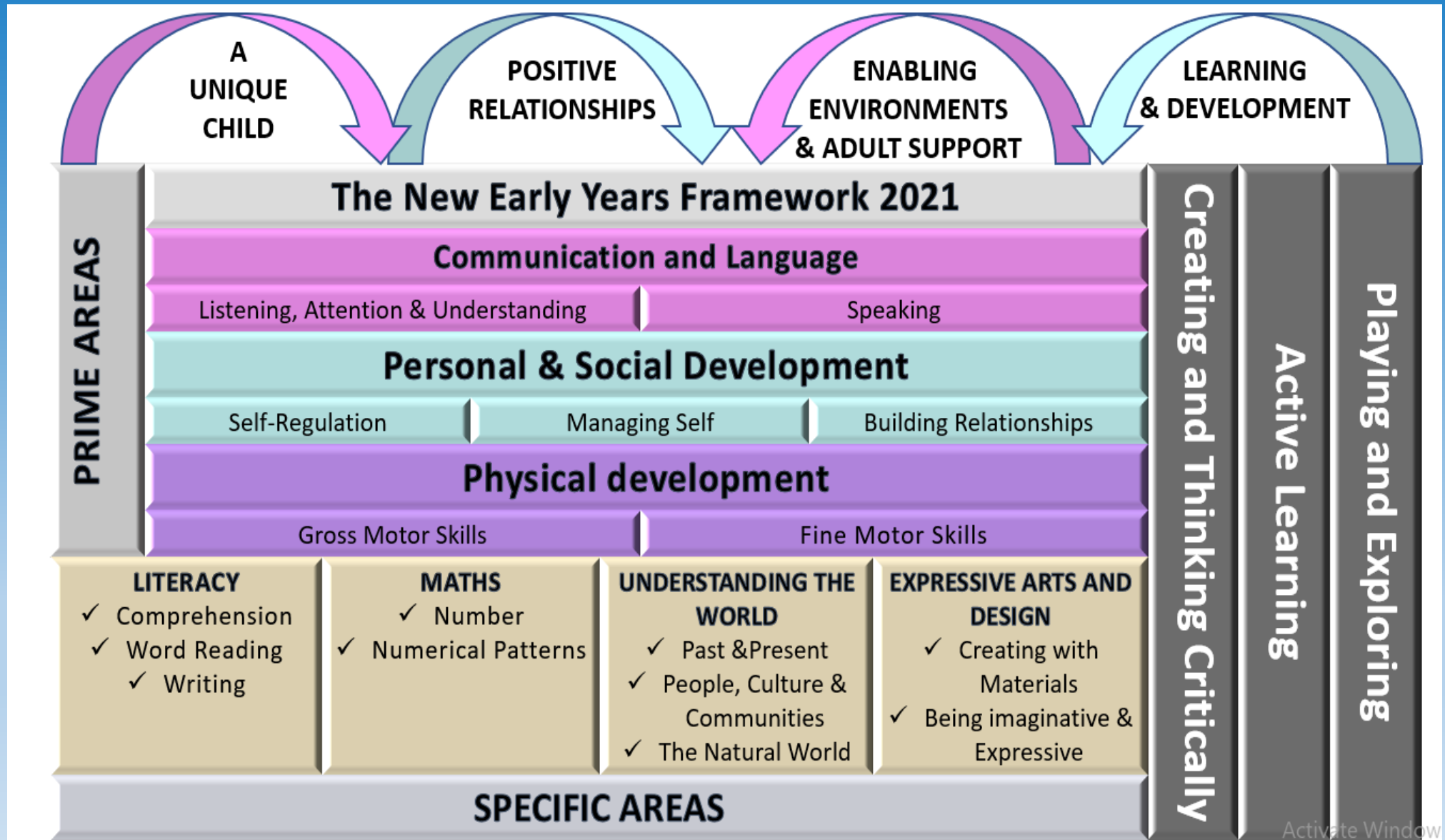
## EYFS Curriculum









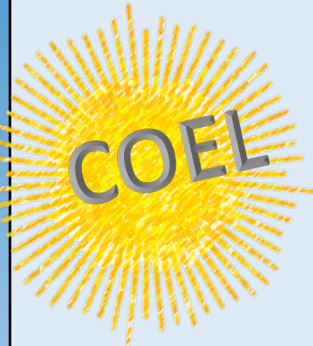

# Our Curriculum

- Our EYFS Curriculum holds **knowing our children** at its heart. Through high quality interactions in a **play based approach** we are able to teach the children by **facilitating** their play.
- Our EYFS curriculum is linked to the wider school curriculum, therefore we inspire the children with a **project based learning** approach, whilst also **following their interests**. This promotes positive attitudes towards learning, allows children to take ownership of their learning and supports them to make meaningful links in their learning.
  - We provide a **high quality continuous provision** where the children can confidently **revisit, extend and master** early skills and knowledge. We also enhance our provision with purposeful and stimulating resources and materials to ignite **curiosity, independence, resilience** and to foster **love of learning**.
- Our EYFS curriculum provides plenty of opportunities for our children to explore our natural world. We are a Church of England school and recognise that the world around us brings so much **wonder** and **awe** to the children's lives so our curriculum reflects this. We want our children to become **principled, successful contributors** to the **global community**.
  - Our curriculum allows the children to build the **secure foundations** needed to prepare for a successful educational journey.
- **Observing** the children regularly allows our EYFS team to ensure all children, no matter their starting point, can achieve. Our ethos is for each individual to aspire, believe and together achieve. These observations feed into our **assessment cycle** and future **teaching and learning** opportunities. These observations are meaningful and **purposeful** to **celebrate** a child's **progress** and to **identify next steps**.
- Our **overriding principles** are: A **unique child, positive relationships, enabling environments** and **adult support**, and **learning and development**. The **Characteristics of Effective Learning** act as our drivers: **Playing and Exploring, Active Learning, Creating and Thinking Critically**.





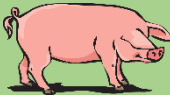

# Reception Long Term Plan 2021-2022



# Nursery and Reception Long Term Plan

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	SUPER ME! 	BED TIME STORIES! 	AROUND THE WORLD! 	DOWN ON THE FARM! 	GROWING! 	ARE WE THERE YET? 
  	<p><b>Characteristics of Effective Learning</b></p> <p><b>Playing and exploring:</b> - 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</p> <p><b>Active learning:</b> - 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.</p> <p><b>Creating and thinking critically:</b> - 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.</p>					
	<p><b>Unique Child:</b> Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p><b>Positive Relationships:</b> Children flourish with warm, strong &amp; positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.</p> <p><b>Enabling environments:</b> 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.</p> <p><b>Learning and Development:</b> Children develop and learn at different rates. We must be aware of children who need greater support than others.</p> <p><b>PLAY:</b> At St Barnabas CofE 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 taking part in play which is guided by adults.</p>					

# Nursery and Reception Long Term Plan

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p>GENERAL THEMES</p> <p>NB: THESE THEMES MAY BE ADAPTED AT VARIOUS POINTS TO ALLOW FOR CHILDREN'S INTERESTS TO FLOW THROUGH THE PROVISION</p> <p>WELL-BEING &amp; BEHAVIOUR FOR LEARNING</p>	<p><b>SUPER ME!</b></p> <p>Starting school / my new class / New Beginnings Superheroes People who help us / Careers Staying healthy / Food / Human body How have I changed? What am I good at? What makes me special? My family / my home My new friends and my community PSED focus How do I make others feel? Being kind / staying safe</p>	<p><b>BED TIME STORIES!</b></p> <p>Seasons and change Night time Old favourites Traditional Tales Storytellers (Helicopter Stories, etc) The Nativity Christmas Lists Letters to Father Christmas</p> 	<p><b>AROUND THE WORLD!</b></p> <p>-Where do we live  -Holidays -Continents, countries and cities -Natural wonders of the world -Looking after our world -Comparison of homes, buildings, schools, animals, toys and culture -Pen pals -Fundraising challenge</p>	<p><b>Down on the Farm!</b></p> <p>-Farm animals -Life cycles -Farm produce (wool, milk, eggs, meat, etc). -Healthy eating -Positional language -People who help us -New life -Seasons -Easter</p>	<p><b>GROWING</b></p> <p>-Planting and growing -Self-growth -Caring for our world -Healthy eating -Weather</p> 	<p><b>ARE WE THERE YET?</b></p> <p>-Modes of transport -Then and now -Inventors -DT (E.g. exploring wheels and motors, designing future transport ideas, etc) -Testing forces -Measure -Special journeys -Self reflection -Transition</p>
<p>TEXTS</p>	<p>Super EI My World, Your World In My Heart Supertato</p>	<p>Owl Babies Funny Bones Bears in the Night Whatever Next Rama and Sita Cinderella Gingerbread Man Christmas Story</p>	<p>The Queen's knickers Lost and Found (Polar Regions) The Great Race story Handa's surprise Going on a lion hunt</p>	<p>Rosie's Walk Little Red Hen Duck in a Truck What the Ladybird Heard Marvin Gets Mad (fits in with the PSHE focus)</p>	<p>The Tiny Seed Oliver's Vegetables The Enormous Turnip (TfW)</p>	<p>The Naughty Bus Oi Get off my train Mr Gumpy's outing/motor car Who sunk the boat? The Way Back Home</p>
<p>'Wow' MOMENTS / ENRICHMENT WEEKS</p> <p>RESPOND &amp; CONNECT</p>	<p>Slide into school First day at school photos What do I want to be when I grow up? Video for parents. Exploring our local area- walk to the park. Nurse visit Talent show Harvest Time</p> 	<p>Bed time stories/ campfire stories End of day storyteller s Seasons and change – Autumn trail Road Safety Remembrance Day- Letters to soldiers. Guy Fawkes / Bonfire Night Christmas Time / Nativity / Christmas Ball Diwali Hannukah Black History Month Remembrance day Children in Need World Space Week Anti- Bullying Week</p>	<p>-Christmas reflection -Science experiments linked with Lost and Found: Exploring ice, blubber gloves (lard experiment). -The Everywhere Bear -Sharing photos of own holidays (make a photo map) -Writing a letter to the Queen -Royal tea party -Pen pals with a school abroad -Fundraising challenge -Dragon dance and Chinese New Year celebrations</p>	<p>-Visit to a farm -Farm animals visiting us in school. -Living eggs hatching programme -Baking bread and inviting the parents in for a bread workshop (Little Red Hen) -Visit from a police officer (What the Ladybird Heard) -Cooking</p> 	<p>-Planting seeds -Working on our allotment and inviting parents into help us -Decorating plant pots for our local care home -Cooking -Where does our food come from? -Visit to a supermarket? -Visit from a farmer -Personal growth (bring in baby photos, how have I changed?) -Talent show</p>	<p>Visit to Bitton Railway Letters to inventors Become curators of a transport museum Design a future mode of transport challenge (send to Airbus to get feedback). Paper airplane competition- aim for a hoop from the ceiling. Graduation ceremony</p> 





The development of children's spoken language underpins all seven areas of learning and development. Children's **back-and-forth interactions** from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a **language-rich environment** is crucial. By commenting on what children are interested in or doing, and echoing back what they say with **new vocabulary added**, practitioners will build children's language effectively. **Reading frequently to children**, and **engaging them actively in stories**, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and **embed new words in a range of contexts**, will give children the opportunity to thrive. Through **conversation, 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**.

### How we support children's communication and language progression at St Barnabas:

- High quality interactions
- Language rich environment
- Teach new vocabulary and model in day to day language
- Allow children to share ideas through storytelling, conversation and role-play
- Ensure children have the opportunity to listen and respond to a range of high quality texts, including: fiction, non fiction, poems, etc
- Revisit texts to build familiarity and a deeper understanding
- Explore objects, photographs and picture cues
- Discover the children's passions
- Allow the children to become storytellers (Helicopter stories, story baskets, story maps, etc)
- Ensure the children listen to and learn rhymes, poems, and songs
- Explore alliteration
- Adults to model talk routines
- Ask how and why questions
- Provide opportunities for the children to describe events and experiences using time connectives
- Set instructions for the children to follow and follow theirs
- Play instructional games (such as Simon Says)
- Celebrate sustained focus
- Host show and tell
- Provide time to share weekend news
- Daily learning review times

## Curriculum Coverage - Communication and Language



<p><i>These statements have been split to show areas of particular focus each term. However, these statements will be ongoing throughout the year.</i></p>	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	SUPER ME!	BED TIME STORIES!	AROUND THE WORLD!	DOWN ON THE FARM!	GROWING!	ARE WE THERE YET?
<p><b>NURSERY</b></p> <p><b>Communication and Language</b></p>	<ul style="list-style-type: none"> <li>➤ Enjoy listening to longer stories and can remember much of what happens.</li> <li>➤ Sing a large repertoire of songs.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Use a wider range of vocabulary.</li> <li>➤ Pay attention to more than one thing at a time, which can be difficult.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".</li> <li>➤ Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</li> </ul>	<ul style="list-style-type: none"> <li>➤ Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> <li>➤ Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</li> <li>➤ Use longer sentences of four to six words.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Develop their pronunciation but may have problems saying: some sounds (r, j, th, ch, and sh) or multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'</li> <li>➤ Use talk to organise themselves and their play.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</li> <li>➤ Start a conversation with an adult or a friend and continue it for many turns.</li> </ul>
<p><b>RECEPTION</b></p> <p><b>Communication and Language</b></p>	<ul style="list-style-type: none"> <li>➤ Understand how to listen carefully and why listening is important.</li> <li>➤ Engage in story times.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Engage in story times</li> <li>➤ Ask questions to find out more and to check they understand what has been said to them.</li> <li>➤ Develop social phrases.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Engage in non-fiction books</li> <li>➤ Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> <li>➤ Use new vocabulary in different contexts.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Articulate their ideas and thoughts in well-formed sentences.</li> <li>➤ Use new vocabulary in different contexts.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Connect one idea or action to another using a range of connectives.</li> <li>➤ Describe events in some detail.</li> <li>➤ Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</li> <li>➤ Use new vocabulary in different contexts.</li> </ul>



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.

### **How we support children's personal, social and emotional development at St Barnabas:**

- Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts.
- Children are supported to manage emotions, develop a positive sense of self and to set themselves simple goals.
- Children are taught strategies to regulate their own emotions and there are safe calm spaces for them within the classroom to support this.
- Children will learn how to look after their bodies, including healthy eating, and manage personal needs.
- Children are supported to have confidence in their own abilities, to persist and wait for what they want.
- Children are exposed to a range of texts where they can explore different scenarios, feelings and perspectives.
- We use Jigsaw to support the teaching of PSE.
- Explore books which reflect diversity.



# Curriculum Coverage- Personal, Social and Emotional Development



<p><i>These statements have been split to show areas of particular focus each term. However, these statements will be ongoing throughout the year.</i></p>	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	SUPER ME!	BED TIME STORIES!	AROUND THE WORLD!	DOWN ON THE FARM!	GROWING!	ARE WE THERE YET?
<b>Jigsaw PSHE Theme</b>	<i>Being Me in My World</i>	<i>Celebrating Differences</i>	<i>Dreams and Goals</i>	<i>Healthy Me</i>	<i>Relationships</i>	<i>Changing Me</i>
<p>NURSERY</p> <p><b>Personal, Social and Emotional Development</b></p>	<ul style="list-style-type: none"> <li>➤ Develop their sense of responsibility and membership of a community.</li> <li>➤ Become more outgoing with unfamiliar people, in the safe context of their setting.</li> <li>➤ Show more confidence in new social situations.</li> <li>➤ Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Increasingly follow rules, understanding why they are important.</li> <li>➤ Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</li> <li>➤ Play with one or more other children, extending and elaborating play ideas.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Remember rules without needing an adult to remind them.</li> <li>➤ Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Make healthy choices about food, drink, activity and tooth brushing.</li> <li>➤ Understand gradually how others might be feeling.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Develop appropriate ways of being assertive.</li> <li>➤ Talk with others to solve conflicts.</li> </ul>
<p>RECEPTION</p> <p><b>Personal, Social and Emotional Development</b></p>	<ul style="list-style-type: none"> <li>➤ See themselves as a valuable individual.</li> <li>➤ Build constructive and respectful relationships.</li> </ul>		<ul style="list-style-type: none"> <li>➤ Express their feelings and consider the feelings of others.</li> <li>➤ Show resilience and perseverance in the face of challenge.</li> </ul>		<ul style="list-style-type: none"> <li>➤ Identify and moderate their own feelings socially and emotionally.</li> <li>➤ Think about the perspectives of others.</li> <li>➤ Manage their own needs.</li> <li>➤ Know and talk about the different factors that support their overall health and wellbeing.</li> </ul>	



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.

### **How we support children's physical development at St Barnabas:**

- 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. Examples of skills being taught are: pinching, scrunching, tearing, squeezing, roll, tweezing, threading, peeling, twisting and snipping).
- Free flow access to the outdoor area to support all-round physical development and healthy, active lifestyles.
- Develop overall body-strength, balance, co-ordination and agility through a range of physical activities. For example, opportunities for dance, yoga, team games, use of apparatus and large scale equipment, etc.
- Weekly forest school sessions.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.

# Curriculum Coverage- Physical Development



<p><i>These statements have been split to show areas of particular focus each term. However, these statements will be ongoing throughout the year.</i></p>	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	SUPER ME!	BED TIME STORIES!	AROUND THE WORLD!	DOWN ON THE FARM!	GROWING!	ARE WE THERE YET?
<b>NURSERY</b>	<ul style="list-style-type: none"> <li>➤ Develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li> <li>➤ Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>➤ Fine motor activities.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> <li>➤ Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>➤ Fine motor activities.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Go up steps and stairs, or climb up apparatus, using alternate feet.</li> <li>➤ Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</li> <li>➤ Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Start taking part in some group activities which they make up for themselves, or in teams.</li> <li>➤ Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</li> <li>➤ Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</li> <li>➤ Show a preference for a dominant hand.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Use a comfortable grip with good control when holding pens and pencils.</li> <li>➤ Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</li> </ul>
<b>RECEPTION</b>	<ul style="list-style-type: none"> <li>➤ Further develop the skills they need to manage the school day successfully:                             <ul style="list-style-type: none"> <li>– lining up and queuing</li> <li>– mealtimes</li> <li>– personal hygiene</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ Revise and refine the fundamental movement skills they have already acquired: - rolling, crawling, walking, jumping, running, hopping, skipping, climbing</li> <li>➤ Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Combine different movements with ease and fluency</li> <li>➤ Progress towards a more fluent style of moving, with developing control and grace.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</li> <li>➤ Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, tooth brushing, sensible amounts of ‘screen time’, having a good sleep routine, being a safe pedestrian.</li> </ul>	<ul style="list-style-type: none"> <li>➤ 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</li> <li>➤ Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> </ul>



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).

### **How we support children's progression in literacy at St Barnabas:**

- Draw children's attention to a wide range of examples of print with different functions, including logos and signs.
- Sensitively draw their attention to the parts of the books, for example, the cover, the author and the page number. Show children how to handle books and to turn the pages one at a time. Show children where the text is, and how English print is read left to right and top to bottom. Show children how sentences start with capital letters and end with full stops. Explain the idea of a 'word' to children, pointing out how some words are longer than others and how there is always a space before and after a word.
- Sing familiar rhymes and songs but change the words.
- Sing songs that rhyme with the children's names, such as 'Willaby Wallaby.'
- Deliberately miss out a word in a rhyme, so the children have to fill it in.
- Explore initial sounds in simple words to find rhyming pairs, e.g. Use magnet letters to spell a word ending like 'at'. Encourage children to put other letters in front to create rhyming words like 'hat' and 'cat'.
- Introduce a range of texts and engage in extended conversations about stories, learning new vocabulary.
- Use stories and illustrations with no words – this is a powerful means of introducing new language.
- Offer a range of writing opportunities in all areas of the provision, indoors and outdoors. Model this in the provision.
- Provide opportunities to develop large-muscle co-ordination and small-muscle co-ordination, which will in time support letter formation.
- Help children to read the sounds speedily.
- Play segmenting and blending games and use sound buttons.
- Provide opportunities for children to read words and sentences containing familiar letter groups: 'that', 'shop', 'chin', 'feet', 'storm', 'night.'
- We listen to children read aloud, ensuring books are consistent with their developing phonic knowledge. Books are accessible in school and at home for the children to read.
- Teach formation as they learn the sounds for each letter using a memorable phrase, encouraging an effective pen grip. When forming letters, the starting point and direction are more important at this stage than the size or position of the letter on a line.
- Support children to form and memorise the complete sentence orally before writing it.
- Model how you read and re-read your own writing to check it makes sense.

# Curriculum Coverage- Literacy



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	SUPER ME!	BED TIME STORIES!	AROUND THE WORLD!	DOWN ON THE FARM!	GROWING!	ARE WE THERE YET?
<b>NURSERY</b>	<ul style="list-style-type: none"> <li>➤ Engage in extended conversations about stories, learning new vocabulary.</li> <li>➤ Phase 1 phonics.</li> <li>➤ We will explore song and will sing a repertoire of familiar nursery rhymes as well as some new songs.</li> <li>➤ We will give meaning to our marks.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Understand the five key concepts about print: print has meaning, the names of the different parts of a book, print can have different purposes, page sequencing, we read English text from left to right and from top to bottom.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Develop their phonological awareness, so that they can: spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound, such as money and mother.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Develop their phonological awareness, so that they can: spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound, such as money and mother.</li> <li>➤</li> </ul>	<ul style="list-style-type: none"> <li>➤ Write some or all of their name.</li> <li>➤ Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Write some or all of their name.</li> <li>➤ Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</li> <li>➤ Write some letters accurately.</li> </ul>
<b>RECEPTION</b>	<ul style="list-style-type: none"> <li>➤ Read individual letters by saying the sounds for them.</li> <li>➤ Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</li> </ul>		<ul style="list-style-type: none"> <li>➤ Read some letter groups that each represent one sound and say sounds for them.</li> <li>➤ Spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>➤ Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</li> <li>➤ Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> <li>➤ Form lower-case and capital letters correctly.</li> </ul>		<ul style="list-style-type: none"> <li>➤ Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</li> <li>➤ Re-read what they have written to check that it makes sense.</li> </ul>	
<b>PHONICS</b>	Phase 1/2	Phase 2	Phase 2/3	Phase 3	Phase 3/4	Phase 4



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.

### How we support children's progression in mathematics at St Barnabas:

- *We follow White Rose Maths Planning and supplement with NCETM Numberblocks resources from YR. Alongside this we make links with Little Big Maths.*
- We provide rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics, including number, space, shape and measure.
- Children are supported to develop positive attitudes towards mathematics, to look for patterns and spot connections, to talk about what they notice and not be afraid of getting it wrong.
- Vocabulary is shared with pupils on the learning wall and referred to regularly.
- Children are supported to be confident counters and to develop a deep understanding of the numbers to 5 and then 10, the relationships between them and the patterns between those numbers.
- Provide opportunity where children can develop a deep understanding of number and can explore counting, numerals and symbols in daily practice (e.g. counting toys at tidy up time, recording a tally/dots to show how many children want milk, how many more chairs do we need?)
- Sing counting songs and play counting games.
- Ensure number lines, dot quantities, tens frames, numeral cards, hundreds squares, counting objects and are accessible.
- Encourage children to play freely with blocks, shapes, shape puzzles and shape-sorters. Use questioning to scaffold and challenge learning and model vocabulary to teach properties of shape.
- Explore pattern in objects.
- Talk about sequence of events. Build routines. Count down towards days on a calendar and use names of the days of the week.



# Curriculum Coverage- Mathematics



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	SUPER ME!	BED TIME STORIES!	AROUND THE WORLD!	DOWN ON THE FARM!	GROWING!	ARE WE THERE YET?
<b>NURSERY</b>  <i>These statements have been split to show areas of particular focus each term. However, some of these statements will be ongoing throughout the year.</i>	<ul style="list-style-type: none"> <li>Say one number for each item in order: 1,2,3.</li> <li>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</li> <li>Recite numbers past 5.</li> <li>Describe a familiar route.</li> </ul>	<ul style="list-style-type: none"> <li>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</li> <li>Say one number for each item in order: 1,2,3,4,5.</li> <li>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</li> <li>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</li> </ul>	<ul style="list-style-type: none"> <li>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</li> <li>Compare quantities using language: 'more than', 'fewer than'.</li> <li>Talk about and explore 2D shapes using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</li> <li>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Combine shapes to make new ones – an arch, a bigger triangle, etc.</li> <li>Solve real world mathematical problems with numbers up to 5.</li> <li>Understand position through words alone – for example, "The bag is under the table," – with no pointing.</li> </ul>	<ul style="list-style-type: none"> <li>Talk about and explore 3D shapes using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</li> <li>Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc.</li> <li>Extend and create ABAB patterns – stick, leaf, stick, leaf.</li> <li>Notice and correct an error in a repeating pattern.</li> </ul>	<ul style="list-style-type: none"> <li>Solve real world mathematical problems with numbers up to 5.</li> <li>Experiment with their own symbols and marks as well as numerals.</li> <li>Discuss routes and locations, using words like 'in front of' and 'behind'.</li> <li>Talk about and explore 3D shapes using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round.'</li> </ul>
<b>RECEPTION</b>	<p>Early mathematical experiences:</p> <ul style="list-style-type: none"> <li>Number songs and rhymes</li> <li>Classifying and sorting objects based on one attribute</li> <li>Matching equal and unequal sets</li> <li>2D shapes</li> <li>Positional language</li> </ul> <p>Numbers 1-3, then to 5:</p> <ul style="list-style-type: none"> <li>Count and represent the numbers 1, 2 and 3.</li> <li>Sorting into groups</li> <li>Comparing quantities</li> <li>Spotting numbers in the environment</li> <li>Representing numbers to 5</li> <li>One more/one less within 5</li> <li>Subitising within 5.</li> </ul>		<p>Number to 5:</p> <ul style="list-style-type: none"> <li>Introducing zero</li> <li>Comparing numbers to 5</li> <li>Composition of 4 and 5</li> <li>Number bonds to 5</li> <li>Comparing mass and capacity</li> </ul> <p>Growing 6,7,8:</p> <ul style="list-style-type: none"> <li>Comparing, composing and representing numbers 6,7,8</li> <li>Making pairs</li> <li>Combining 2 groups together</li> <li>Length and Height</li> <li>Time</li> </ul> <p>Building 9 &amp; 10:</p> <ul style="list-style-type: none"> <li>Comparing, composing and representing numbers 9 &amp; 10</li> <li>Number bonds to 10</li> <li>3D shapes</li> <li>Patterns</li> </ul>		<p>To 20 and Beyond:</p> <ul style="list-style-type: none"> <li>Building numbers beyond 10</li> <li>Counting patterns beyond 10</li> <li>Matching, rotating &amp; manipulating (spatial reasoning)</li> </ul> <p>Addition and Subtraction:</p> <ul style="list-style-type: none"> <li>Adding more</li> <li>Taking away</li> <li>Counting to 20</li> </ul> <p>Patterns:</p> <ul style="list-style-type: none"> <li>Doubling, halving and sharing</li> <li>Odd and even numbers</li> <li>Measure (length, height, weight, capacity and distance)</li> </ul>	



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.

## How we support children's understanding of the world at St Barnabas:

- Spending lots of time in the outdoors exploring the natural world around them (forest school, free flow, community walks, etc).
- Observing the effect of changing seasons on the natural world around them.
- Prompting the children to describe what they see, hear and feel whilst outside or exploring new materials.
- Listening to a broad range of stories, non-fiction, rhymes and poems to foster an understanding of the world. Including books that celebrate diversity.
- Integrate technology into all areas of learning.
- Opportunities for discussions around things that are significantly important in their world, such as their home, family, etc.
- Use photographs, picture cues, videos and objects to provoke curiosity, questioning, observations, comparisons, discussions, reasoning and justification.
- Make links with our community. For example learning about local places of importance, going on local walks and trips, having visitors come into school, visit St Barnabas Church, contact local care home, library, police, etc.
- To introduce rich vocabulary linking to topics, experiences and following interests.
- Learn about key events and in history and monumental figures.
- Provide opportunities for navigation and ensure children have access to maps.

## RE / FESTIVALS

We are a Church of England school. Our Values link closely to those used by St Barnabas Church. We focus on a new value each term which children will have the opportunity to explore, discuss and demonstrate. They are at the heart of everything we do and will be celebrated and referred to on a regular basis. 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 emerging moral and cultural awareness.

# Curriculum Coverage – Understanding the World



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	SUPER ME!	BED TIME STORIES!	AROUND THE WORLD!	DOWN ON THE FARM!	GROWING!	ARE WE THERE YET?
<b>NURSERY</b>  <i>These statements have been split to show areas of particular focus each term. However, these statements will be ongoing throughout the year.</i>	<ul style="list-style-type: none"> <li>➤ Use all their senses in hands-on exploration of natural materials.</li> <li>➤ Begin to make sense of their own life-story and family's history.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explore collections of materials with similar and/or different properties.</li> <li>➤ Talk about what they see, using a wide vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Continue developing positive attitudes about the differences between people.</li> <li>➤ Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Show interest in different occupations.</li> <li>➤ Understand the key features of the life cycle of an animal.</li> <li>➤ Begin to understand the need to respect and care for the natural environment and all living things.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Plant seeds and care for growing plants.</li> <li>➤ Understand the key features of the life cycle of a plant.</li> <li>➤ Begin to understand the need to respect and care for the natural environment and all living things.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explore how things work.</li> <li>➤ Talk about the differences between materials and changes they notice.</li> </ul>
<b>RECEPTION</b>  <i>These statements have been split to show areas of particular focus each term. However, these statements will be ongoing throughout the year.</i>	<ul style="list-style-type: none"> <li>➤ Talk about members of their immediate family and community.</li> <li>➤ Name and describe people who are familiar to them.</li> <li>➤ Understand that some places are special to members of their community.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Recognise that people have different beliefs and celebrate special times in different ways.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Recognise some environments that are different to the one in which they live.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Recognise some similarities and differences between life in this country and life in other countries.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Compare and contrast characters from stories, including figures from the past.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Comment on images of familiar situations in the past.</li> <li>➤ Draw information from a simple map.</li> </ul>
<b>RE focus</b>	RE FOCUS  Which places are special and why?	RE FOCUS  Why do Christians perform Nativity plays at Christmas?	RE FOCUS  Which stories are special and why?	RE FOCUS  Why do Christians put a cross in the Easter garden?	RE FOCUS  Why is the word God so important to Christians?	RE FOCUS  Being special- where do we belong?



**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.**

### **How we support children's progression in expressive arts and design at St Barnabas:**








- Children have regular opportunities to engage with the arts and to explore a wide range of media and materials. They can use art as a means of self-expression and a way to respond to the world around them.
- We model a range of artistic skills.
- Where possible, artistic activities are open-ended to promote creativity and imagination, this allows children to take ownership of their learning.
- Opportunities to sing in a group or on their own, increasingly matching the pitch and following the melody.
- We model and celebrate learning when the children explore, use and refine a variety of artistic effects to express their ideas and feelings.
- We provide time to listen attentively to a range of music and to share their responses.
- An opportunity to trial a range of dance styles.
- Provide a range of opportunities for imaginative play. We provide opportunities for deconstructed role play, spaces to act out familiar experiences, and ensure props, small world trays, etc are accessible.
- Support children's confidence by giving them a safe place where they feel valued and their efforts and creativity is celebrated.

# Curriculum Coverage- Expressive Arts and Design



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	SUPER ME!	BED TIME STORIES!	AROUND THE WORLD!	DOWN ON THE FARM!	GROWING!	ARE WE THERE YET?
<b>NURSERY</b>  <i>These statements have been split to show areas of particular focus each term. However, these statements will be ongoing throughout the year.</i>	<ul style="list-style-type: none"> <li>➤ Listen with increased attention to sounds.</li> <li>➤ Explore colour and colour-mixing.</li> <li>➤ Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Remember and sing entire songs.</li> <li>➤ Explore colour and colour-mixing.</li> <li>➤ Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</li> <li>➤ Take part in simple pretend play, using an object to represent something else even though they are not similar.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Sing the pitch of a tone sung by another person ('pitch match').</li> <li>➤ Respond to what they have heard, expressing their thoughts and feelings.</li> <li>➤ Develop their own ideas and then decide which materials to use to express them.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li> <li>➤ Use drawing to represent ideas like movement or loud noises.</li> <li>➤ Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>➤ Begin to develop complex stories using small world equipment.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Create their own songs or improvise a song around one they know.</li> <li>➤ Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</li> <li>➤ Famous artists.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Play instruments with increasing control to express their feelings and ideas.</li> <li>➤ Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</li> <li>➤ Join different materials and explore different textures.</li> <li>➤ Design and create.</li> </ul>
<b>RECEPTION</b>  <i>These statements have been split to show areas of particular focus each term. However, these statements will be ongoing throughout the year.</i>	<ul style="list-style-type: none"> <li>➤ Develop storylines in their pretend play.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explore and engage in music making and dance, performing solo or in groups.</li> <li>➤ Watch and talk about dance and performance art, expressing their feelings and responses.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Listen attentively, move to and talk about music, expressing their feelings and responses.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Create collaboratively sharing ideas, resources and skills.</li> </ul>



COMMUNICATION AND LANGUAGE 	PERSONAL, SOCIAL, EMOTIONAL DEVELOPMENT 	PHYSICAL DEVELOPMENT 	LITERACY 	MATHS 	UNDERSTANDING THE WORLD 	EXPRESSIVE ARTS AND DESIGN 
<p><b>ELG: Listening, Attention and Understanding</b></p> <p>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</p> <p>Make comments about what they have heard and ask questions to clarify their understanding</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p> <p><b>ELG: Speaking</b></p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>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.</p>	<p><b>ELG: Self-Regulation</b></p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>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.</p> <p><b>ELG: Managing Self</b></p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p><b>ELG: Building Relationships</b></p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers;.</p> <p>Show sensitivity to their own and to others' needs.</p>	<p><b>ELG: Gross Motor Skills</b></p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p><b>ELG: Fine Motor Skills</b></p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>	<p><b>ELG: Comprehension</b></p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate – where appropriate – key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p><b>ELG: Word Reading</b></p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p><b>ELG: Writing</b></p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p><b>ELG: Number</b></p> <p>Have a deep understanding of number to 10, including the composition of each number;</p> <p>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.</p> <p><b>ELG: Numerical Patterns</b></p> <p>Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p><b>ELG: Past and Present</b></p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><b>ELG: People, Culture and Communities</b></p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>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.</p> <p>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.</p> <p><b>ELG: The Natural World</b></p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p><b>ELG: Creating with Materials</b></p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.</p> <p><b>ELG: Being Imaginative and Expressive</b></p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>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.</p>