

	Pre - Reception	Autumn 1 7 weeks	Autumn 2 7 weeks	Spring 1 7 weeks	Spring 2 5 weeks	Summer 1 6 weeks	Summer 2 7 weeks
<p>Literacy</p> <p>Comprehension Reading Writing</p> <p>*Floppy's phonics scheme.</p> <p>*Phonics groups.</p> <p>*Individual readers and home readers – fully decodable phonics books at child's current stage. Library book to promote love of reading.</p> <p>*Penpals Handwriting scheme.</p> <p>*Literacy weekly writing books.</p> <p>*Continuous provision.</p> <p>*Twice daily story time.</p>	<p>Knowledge and skills:</p> <p>*Enjoys picture books and simple repetitive stories. *Enjoys listening to the same story over and over again.</p> <p>*Repeats words from familiar stories.</p> <p>*Holds pencil using whole hand and scribbles with different strokes.</p> <p>*Makes vertical lines, circles, side to side scribble.</p> <p>*knows that the marks they make are of value</p>	<p>Knowledge and skills:</p> <p>*Enjoy listening to stories. *Talk about and retell stories together. *Discuss information learnt from non-fiction texts.</p> <p>*Read individual letters by saying the sound for them: (s,a,t,p,i,n,m,d,g,o) *Orally segment and blend words.</p> <p>*Use a dominant hand. No longer uses whole hand to hold pencil. * Participate in early writing: Give meaning to marks and form some recognisable letters. *Write some of the letters in their name. *Begin to write some initial sounds to label a picture.</p>	<p>Knowledge and skills:</p> <p>*Listen carefully to stories and poems. *Answer questions about a text. *Describe characters.</p> <p>*Read individual letters and letter groups by saying the sound for them. (c,k,ck,e,u,r,h,b,f,ff,l,ll,le,s) *Begin to blend vc/cvc words – it, sat, pin etc. *Begin to read some common exception words. (l, to, the, no, go into, so, little, of)</p> <p>*Begin to form letters correctly. *Use phonic knowledge to write some cvc words and some common exception words. (l to the no go into so little of ten)</p>	<p>Knowledge and skills:</p> <p>*Recognise words that rhyme & Continue a rhyming string. *Fill in missing words from stories, poems and rhymes.</p> <p>*Read individual letters and letter groups by saying the sound for them. (j,v,w,x,y,z,zz,qu,ch,sh,th,ng) *Tell own story using story language and new vocab. *Read cvc words & common exception words.</p> <p>* Write/spell cvc words and common exception words. *Write their own first name correctly. * Write labels, captions and lists using phonic knowledge.</p>	<p>Knowledge and skills:</p> <p>*Demonstrate understanding when talking about what has been read, using new vocabulary. *Role play a character and ask and answer questions.</p> <p>*Read individual letters and letter groups by saying the sound for them. (dge,ve,wh,cks,tch,nk,ai,ee,igh) *Read cvc and ccvc words and common exception words. (he she we me was you all they are her off when have six seven)</p> <p>*Form letters correctly including Capitals. *Write/spell words, captions and phrases using phonic knowledge. *Use a tripod grip.</p>	<p>Knowledge and skills:</p> <p>*Retell familiar stories and poems by heart. *Predict, anticipate and discuss characters and events using new vocabulary. *Recall information from nonfiction texts.</p> <p>*Recognise each letter of the alphabet and letter groups in Floppy's phonics. (oa,oo,oo,ar,or,ur,ow,oi,ear,air,er,ue,ure,tur) *Read simple sentences including cvc, ccvc words and some common exception words.</p> <p>*Form lower case and capital letters correctly using tripod grip. * Write words, phrases and sentences using phonic knowledge. *Begin to learn when to use full stops and Capital letters.</p>	<p>Knowledge and skills:</p> <p>*Retell stories, recounts and rhymes and poems, using new vocabulary.</p> <p>*Recognise each letter of the alphabet and letter groups taught up to book 18 in Floppy's phonics. *Read simple sentences including cvc, ccvc words and some common exception words. (be my too why look again sky sister)</p> <p>*Write words and sentences that can be read by others using recognisable letters. *Sometimes use full stops and capital letters. * Check that writing makes sense.</p>

		Books & Activities	Books & Activities	Books & Activities	Books & Activities	Books & Activities	Books & Activities
	<p>*IEPs will set out specific learning needs that adults will support.</p> <p>*Assessment for SEN – see individual Journals.</p>	<p>*Settling in story times/Baseline first 2 weeks. Talk4writing. * Dear Zoo * Not now Bernard * The Little Red Hen *Black history month non-fiction. * Goldilocks *Floppy’s phonics level 1+ (s,a,t,p,i,n,m,d,g,o) *Penpals Handwriting-patterns. *Librarian visitor – summer challenge</p>	<p>* Owl Babies * The Gingerbread Man *Non fiction: Bonfire/Diwali/ Remembrance/Autumn/ Winter/light and dark. * Autumn poems/rhymes * Stickman *Sharing a shell * The Jolly Postman * Dear Santa *Concert *Floppy’s phonics level 1+ (c,k,ck,e,u,r,h,b,ff,l,ll,le,s) *Penpals Handwriting – linked to phonics.</p>	<p>* The Gruffalo * Rumble in the Jungle * Commotion in the ocean *Farmyard Hullabaloo *Taking care of animals – pets. *Animals in different countries (Handa) *Chinese new year. * Non fiction History: Grand parents/homes *Floppy’s phonics Level 2 (j,v,w,x,y,z,zz,qu,ch,sh,th,ng) *Penpals Handwriting – linked to phonics.</p>	<p>* The Enormous Turnip *Jack and the beanstalk * The Hungry Caterpillar * Jasper’s Beanstalk *Tiny Seed *Minibeasts *Non fiction – Growing & oral health Life Cycles – caterpillars to butterflies, chicks. *Floppy’s phonics Level 2/3 (dge,ve,wh,cks,tch,nk,ai,e,igh) *Penpals Handwriting – linked to phonics. Mother’s day *Easter</p>	<p>* The Naughty Bus *Transport history *On the way home *Non fiction Geog - maps * 3 Little Pigs * Helicopter stories – own stories & acting * Poetry/rhyming *Eid *Floppy’s phonics Level 3 (oa,oo,oo,ar,or,ur,ow,oi,ear,air,er,ue,ure,ture) *Penpals Handwriting – linked to phonics.</p>	<p>* Supertato * Carnival wk – Non fiction countries, google maps, animals, food, languages * Recount school trip. * Transition to Y1 * Children’s Interests *Floppy’s phonics level 1,2,3 revision *Penpals Handwriting - linked to phonics.</p>

ELG& 2021

Comprehension:

Demonstrate understanding of what has been read to them by retelling stories using their own words and recently introduced vocabulary.
Anticipate key events in stories.
Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Word reading:

Say a sound for each letter in the alphabet and at least 10 digraphs.
Read words consistent with their phonic knowledge by sound blending.
Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing:

Write recognisable letters, most of which are correctly formed.
Spell words by identifying sounds in them and representing the sounds with letters. Write simple phrases and sentences that can be read by others.

Literacy Programme:

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (Stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and Composition (articulating ideas and structuring them in speech, before writing.)

Books – Stories, Non Fiction, Poetry: **New books on order.

Story Time	Literacy Lessons & Talk 4 writing	Diversity & PSED	Understanding The World & Non Fiction	Poetry and rhymes
We're going on a bear hunt Peace at last Whatever next Handa's Surprise Handa's Hen Aliens love underpants You choose Fairy tales *Library summer challenge books: Not now Bernard Each peach pear plum	Dear zoo Little red hen Not now Bernard Goldilocks and the 3 bears Owl Babies The Gingerbread man Stickman Sharing a shell The Jolly Postman Dear Santa The Gruffalo Rumble in the jungle Commotion in the ocean Farmyard hullabaloo Mad about mini beasts The Enormous Turnip Jack and the beanstalk Jasper's Beanstalk Tiny Seed The 3 little Pigs	We are all welcome Hair love Julian is a mermaid Ned and the fisherman Eyes that kiss in the corners Lion Hunt My daddies The same but different If all the world were The magic paintbrush Pink is for boys Child of galaxies Rain before rainbows A little bit different Big feelings The proudest blue	Celebrations – Diwali, Xmas, Eid, Easter, Chinese new year The Naughty Bus: Transport through time/ Transport in different countries. London transport. On the way home Maps - school Local area – Beeston/Leeds (Photographs) Growing History/changes in the home, grandparents. Taking care of animals Life cycles Animals in different countries Carnival week – Countries, languages, food, flags, maps, animals.	Remembrance poem. Autumn poems Commotion in the ocean Rumble in the jungle Farmyard Hullabaloo Mad about Minibeasts Ten in the bed

New Bewerley Community School EYFS Curriculum 2021-22

	Pre - Reception	Autumn 1 7 weeks	Autumn 2 7 weeks	Spring 1 7 weeks	Spring 2 5 weeks	Summer 1 6 weeks	Summer 2 7 weeks
<p>Communication and language</p> <p>*Listening, Attention and understanding</p> <p>*Speaking</p> <p>*Sp & I intervention NELI</p> <p><small>*IEPs will set out specific learning needs that adults will support.</small></p>	<p>Knowledge and skills:</p> <p>*Can listen for short periods with a visual scaffold.</p> <p>*Can follow classroom routine with support.</p> <p>*Can understand basic vocabulary</p> <p>*Can copy and repeat some words/phrases</p> <p>*Can respond to a key word in a face to face interaction.</p>	<p>Knowledge and skills:</p> <p>*Sit and listen to stories. *Learn rhymes and songs.</p> <p>*Follow simple instructions.</p> <p>*Communicate own needs.</p> <p>*Start a conversation and let it continue.</p>	<p>Knowledge and skills:</p> <p>*Engage in story time, learning new vocabulary. *Listen and respond to stories.</p> <p>*Pay attention to more than one thing at a time.</p> <p>*Use new vocabulary throughout the day.</p>	<p>Knowledge and skills:</p> <p>*Retell a story with repetition and in own words. *Know many rhymes, poems and songs.</p> <p>*Understand how to listen carefully and know why listening is important</p> <p>*Use connectives to join ideas together.</p> <p>*Participate in discussions.</p>	<p>Knowledge and skills:</p> <p>*Engage in learning through non-fiction books and discuss what has been read.</p> <p>*Listen and contribute in class discussions.</p> <p>*Hold conversations with peers and adults.</p> <p>*Ask and answer questions.</p>	<p>Knowledge and skills:</p> <p>*Listen to and talk about non fiction to develop new knowledge and vocabulary.</p> <p>*Asks questions to clarify understanding.</p> <p>*Use new vocabulary in different contexts.</p>	<p>Knowledge and skills:</p> <p>*Express own feelings and ideas about their experiences.</p> <p>*Show understanding of stories though discussion.</p> <p>*Describe past events in detail.</p> <p>*Articulate ideas in well-formed sentences using correct tenses.</p>
<p>The whole of the Early Years Foundation Stage focus and ethos at New Bewerley is built around communication and language and this threads through every curriculum area and all that we do.</p> <p>Children’s language development and communication skills are developed through daily high quality interactions with adults in reception and through forming relationships with others.</p> <p>Adults engage with children daily, during play and through focused activities, conversing with them whilst extending and providing new vocabulary, modelling and asking questions.</p> <p>The children have daily phonics, literacy and maths lessons on the carpet and small group sessions where they are encouraged to listen and respond with comments and questions and offer their own ideas. They are encouraged to express their ideas and feelings during PSED circle time and daily story time.</p> <p>Children are exposed to a variety of good quality fiction, non-fiction, poetry and rhymes and are explicitly taught new vocabulary every day.</p> <p>The children have weekly singing sessions with opera north and take part in concerts and performances.</p> <p>Our literacy sessions involve Talk4writing where children are encouraged to learn and perform texts and invent their own versions.</p> <p>We introduce “helicopter stories” in the Spring. Children invent their own stories entirely from scratch, the adults scribe them and display them in a book and then the children perform their story with their peers. All children regardless of ability can succeed at this and love to be involved.</p> <p>Speech and language intervention is used throughout the year for children who are struggling with vocabulary and communication.</p> <p>Any child with specific difficulties will be assessed by a speech and language therapist and will be given a speech and language plan which can be delivered at school and at home.</p>							

Communication and Language Programme:

The development of children's spoken language underpins all seven areas of learning and development. Children's back and forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts will give children the opportunity to thrive. Through conversation, story telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

ELGy 2021

Listening, Attention and Understanding

Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.

Make comments about what they have heard and ask questions to clarify their understanding.

Hold conversation when engaged in back and forth exchanges with their teacher and peers.

Speaking

Participate in small group, class and one to one discussions offering their own ideas, using recently introduced vocabulary.

Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non fiction, rhymes and poems when appropriate.

Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions with modelling and support from their teacher.

	Pre - Reception	Autumn 1 7 weeks	Autumn 2 7 weeks	Spring 1 7 weeks	Spring 2 5 weeks	Summer 1 6 weeks	Summer 2 7 weeks
<p><i>Personal, social and emotional development</i></p> <p>Self regulation. Managing self. Building Relationships.</p>	Knowledge and skills:	Knowledge and skills:	Knowledge and skills:	Knowledge and skills:	Knowledge and skills:	Knowledge and skills:	Knowledge and skills:
	<p>Engage with others through gestures, gaze and talk.</p> <p>Engage with others to achieve a goal.</p> <p>Play with increasing confidence on their own and alongside others.</p> <p>Begin to show confidence in new situations.</p>	<p>Build relationships with adults and children.</p> <p>Share and take turns with others.</p> <p>Understand and follow school rules and routines.</p> <p>Select and use resources and activities independently.</p>	<p>Regulate own behaviour and learn to control impulses.</p> <p>Become more confident in managing own needs.</p> <p>Express own feelings.</p> <p>Follow adult instructions.</p>	<p>Show resilience and persevere when faced with a challenge.</p> <p>Set and work towards goals.</p> <p>Consider the needs and feelings of others.</p> <p>Moderate their own feelings.</p>	<p>Know and talk about factors that support their health and wellbeing:</p> <p>Physical activity Healthy eating Tooth brushing Sleeping Screen time Road safety.</p>	<p>Build constructive and respectful relationships with others.</p> <p>Know right from wrong and explain reasons for rules.</p>	<p>Manage own personal hygiene – washing hands and toileting.</p> <p>Discuss worries and excitement at transitioning to Y1</p>
		Jigsaw / ZOR	Jigsaw / ZOR	Jigsaw / ZOR	Jigsaw / ZOR	Jigsaw / ZOR	Jigsaw / ZOR
<p>At New Bewerley Community School we follow the Jigsaw Scheme and teach The Zones of regulation.</p>	<p>*Social group intervention.</p> <p>*IEPs will set out specific learning needs that adults will support.</p>	<p>Jigsaw - Being me</p> <p>ZOR: Becoming familiar with the zones. (When I'm in the ...zone I look, feel, act)</p> <p>Identify strategies to use when in different zones.</p>	<p>Jigsaw - Celebrating differences</p> <p>ZOR: Increase vocabulary around emotions. Increase recognition of facial expressions Identify zones others are in. Understand how behaviour affects others.</p>	<p>Jigsaw - Dreams and goals</p> <p>ZOR – ongoing. Continue to deepen understanding of feelings, behaviour and strategies to help with this.</p>	<p>Jigsaw - Healthy me</p> <p>ZOR – ongoing Continue to deepen understanding of feelings, behaviour and strategies to help with this.</p>	<p>Jigsaw – Relationships</p> <p>ZOR – ongoing Continue to deepen understanding of feelings, behaviour and strategies to help with this.</p>	<p>Jigsaw - Changing me</p> <p>ZOR – ongoing Continue to deepen understanding of feelings, behaviour and strategies to help with this.</p>

ELGs 2021

Self Regulation

Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.

Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.

Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self

Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.

Explain the reasons for rules, know right from wrong and try to behave accordingly.

Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships

Work and play cooperatively and take turns with others.

Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.

Personal, Social and Emotional Development Programme:

Children's personal, social and emotional development 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, cooperate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

	Pre - Reception	Autumn 1 7 weeks	Autumn 2 7 weeks	Spring 1 7 weeks	Spring 2 5 weeks	Summer 1 6 weeks	Summer 2 7 weeks
<p>Mathematics</p> <p>NCETM mastering number materials & White rose maths.</p>	<p>Knowledge and skills:</p> <ul style="list-style-type: none"> *Take part in finger rhymes with numbers. Compare amounts, sizes etc saying lots, more or same, bigger, smaller, heavy. *count in everyday contexts, sometimes skipping numbers. * Recognise up to 3 objects. <p>Talk about shapes using informal language.</p> <ul style="list-style-type: none"> *Understand positional language 	<p>Knowledge and skills:</p> <ul style="list-style-type: none"> *Sing counting rhymes and songs. *Match objects that look the same. *Sort objects according to simple properties. *Make pairs. *Say if quantity is more or less. Use language more than, fewer than. <p>*Continue, copy and create repeating patterns.</p> <ul style="list-style-type: none"> *Compare length, weight and capacity. 	<p>Knowledge and skills:</p> <ul style="list-style-type: none"> *Subitise to 4. *Count objects, actions and sounds to 4. *Link 1,2,3,4 with value. *Recognise and compare numbers to 4. *Understand 1 more and 1 less than to 4. *Learn composition of 1-4. (number bonds to 4) <p>*Name and describe 2 D shapes using mathematical language.</p> <ul style="list-style-type: none"> *Understand positional language. 	<p>Knowledge and skills:</p> <ul style="list-style-type: none"> *Subitise to 8. *Count objects, actions and sounds to 8. *Link 5,6,7,8 with value. *Recognise and compare numbers to 8. *Understand 1 more and 1 less than to 8. *Learn composition of 5. *know number bonds for 5. *Learn subtraction facts of 5 *Combine 2 amounts. (Addition) <p>*O'clock time</p> <ul style="list-style-type: none"> *Sequencing events *Compare mass and capacity. 	<p>Knowledge and skills:</p> <ul style="list-style-type: none"> *Subitise to 10. *Count objects, actions and sounds to 10. *Link 9 and 10 with value. *Recognise and compare numbers to 10. *Understand 1 more and 1 less than to 10. *Explore composition of numbers to 10. (Number bonds to 10 - addition) <p>Repeat a pattern</p> <ul style="list-style-type: none"> *Name and describe 3D shapes. *Compose and decompose shapes. 	<p>Knowledge and skills:</p> <ul style="list-style-type: none"> *Count beyond 10. Recognise teen numbers. *Addition within 10. *Explore subtraction within 10. *Revise number bonds to 5 and for 10. <p>*Revisit 3D shapes.</p> <ul style="list-style-type: none"> *Select rotate and manipulate shapes to develop spatial reasoning skills. 	<p>Knowledge and skills:</p> <ul style="list-style-type: none"> *Count to 20 and beyond. *Recognise numbers to 20. *Recognise when the quantity is greater than, less than or the same. *Revise number bonds to 5 and for 10. <p>*Explore patterns – odds and evens, double facts and how quantities can be shared evenly.</p>

		White Rose Maths	White Rose Maths	White Rose Maths	White Rose Maths	White Rose Maths	White Rose Maths
		<p>Getting to know you. Baseline Assessment</p> <p>Just like me! Match and sort. Compare amounts. Compare size, mass, capacity. Explore pattern.</p>	<p>It's me 123! Representing 1,2,3 Comparing 1,2,3 Composition of 1,2,3 Circles and triangles Positional language</p> <p>Light and dark Representing numbers to 5 One more, One less Shapes with 4 sides Time</p>	<p>Alive in 5 Introducing Zero Comparing numbers to 5. Composition of 4 and 5. Compare mass. Compare capacity.</p> <p>Growing 6,7,8 6, 7, & 8 Combining 2 amounts Making pairs Length and height Time</p>	<p>Building 9 and 10 Counting to 9 & 10 Comparing numbers to 10. Number bonds to 10. 3D shape Spatial Awareness Patterns</p> <p>Consolidation</p>	<p>To 20 and beyond Building numbers beyond 10. Counting patterns beyond 10 Spatial reasoning: Match, rotate, manipulate</p> <p>First, then, now Adding more Taking away Spatial reasoning: Compose and decompose</p>	<p>Find my pattern Doubling Sharing and grouping Even and odd Spatial reasoning: Visualise and build</p> <p>On the move Deepening understanding Patterns and relationships Spatial reasoning: Mapping</p>

ELGs

Number

Have a deep understanding of number to 10, including the composition of each number.

Subitise up to 5. (recognise quantities without counting)

Automatically recall number bonds up to 5, including subtraction facts and some number bonds to 10, including double facts.

(Without reference to rhymes, counting or other aids)

Numerical patterns

Verbally count beyond 20, recognising the pattern of the counting system.

Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.

Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Mathematics Programme:

Developing a strong ground 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 measure. 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 afraid to make mistakes.

	Pre Reception	Autumn 1 7 weeks	Autumn 2 7 weeks	Spring 1 7 weeks	Spring 2 5 weeks	Summer 1 6 weeks	Summer 2 7 weeks
<p><i>Physical development</i></p> <p><i>*Real PE</i></p> <p><i>*Continuous indoor & outdoor provision</i></p> <p><i>*Pen pals handwriting</i></p> <p><i>*Writing books</i></p> <p><i>*Sketch books</i></p>	<p>Knowledge and skills:</p>	<p>Knowledge and skills:</p>	<p>Knowledge and skills:</p>	<p>Knowledge and skills:</p>	<p>Knowledge and skills:</p>	<p>Knowledge and skills:</p>	<p>Knowledge and skills:</p>
	<p>Develop early movement, balance, ball skills. Skip, hop, stand on one leg. Use alternate feet to climb stairs</p> <p>Snip with scissors.</p> <p>Use a comfortable pencil grip with good control.</p> <p>Start to eat independently, using a knife and fork. Start to become independent when dressing.</p>	<p>Refine skills already acquired – Roll, crawl, jump, run, hop, skip, climb.</p> <p>Develop skills to enable lining up and queuing, sitting up.</p> <p>Develop fine motor skills using peg boards, threading, pencils, pens, crayons, paint brushes, cutlery.</p>	<p>Progress towards a more fluent style of moving.</p> <p>Develop strength, balance and agility.</p> <p>Develop coordination.</p> <p>Use a range of tools safely such as scissors and paint brushes.</p>	<p>Develop a good posture using core muscle strength.</p> <p>Develop pencil grip using a tripod grasp.</p> <p>Begin to form letters correctly.</p>	<p>Confidently use a range of equipment alone and in a group.</p> <p>Ride bikes and scooters with confidence.</p> <p>Use scissors more accurately to cut around more complex shapes.</p>	<p>Further develop and refine ball skills including rolling, throwing, catching kicking and aiming.</p> <p>Begin to show accuracy and care whilst drawing.</p>	<p>Combine different movements with fluency.</p> <p>Develop confidence, precision and accuracy.</p> <p>Develop an efficient handwriting style, forming letters correctly.</p>
		<p><i>*Penpals handwriting: Patterns.</i></p>	<p><i>*Penpals handwriting: Link to Floppy's phonics order.</i></p>	<p><i>*Penpals handwriting: Forming upper case and lower case letters.</i></p>	<p><i>*Penpals handwriting: Forming upper case and lower case letters.</i></p>	<p><i>*Penpals handwriting: Revision.</i></p>	<p><i>*Penpals handwriting: Revision.</i></p>

	Real PE	Real PE	Real PE	Real PE	Real PE	Real PE	Real PE
	I'm riding on my bike: Floor movement patterns & coordination. Pirate adventure: Static balance & squat.	Moon adventure: Dynamic balance to agility. Jumping. Jungle Fun: Seated static balance.	Puffing Along: Dynamic balance. Walking. Line out: Static balance – balance on low beam and catch.	Clown's naughty ball: Ball skills Off to the seaside: Pair counter balance	Big top time: Rolling, throwing, catching. Magic bean: Catching, kicking	Scary woods: Ball chasing agility Little Kitties: Floor work, plank position.	

Physical Development Programme:

Physical activity is vital in children's all round development, enabling them to pursue happy, healthy and active lives, Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, coordination 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, coordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional wellbeing. Fine motor control and precision helps with hand-eye coordination 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 practise of using small tools, with feedback and support from adults allow children to develop proficiency, control and confidence.

Physical ELGs

Gross Motor Skills

Negotiate space and obstacles safely, with consideration for themselves and others.
Demonstrate strength, balance and coordination when playing.
Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills

Hold a pencil effectively in preparation for fluent writing using the tripod grip in almost all cases.
Use a range of small tools, including scissors, paint brushes and cutlery
Begin to show accuracy and care when drawing.

	Pre reception	Autumn 1 7 weeks	Autumn 2 7 weeks	Spring 1 7 weeks	Spring 2 5 weeks	Summer 1 6 weeks	Summer 2 7 weeks
<p><i>Understanding the world</i></p> <p>*Links to history, geography, RE, science and computing.</p> <p>*Computing – ongoing daily provision of desk top computer and I pads. Barefoot computing activities in Autumn and Spring.</p>	<p>Knowledge and skills:</p> <p>*Explore collections of materials with similar/different properties. *Explore how things work. *understand the need to care for living things. *Know there are different countries and talk about differences.</p>	<p>Knowledge and skills:</p> <p>*Name and describe people that are familiar to them/live in their home.</p> <p>*Discuss information learnt from non-fiction books and different roles/jobs in the community. (Black history month.)</p> <p>*Navigate an Ipad - to open and complete a chosen game. *Repeat a pattern with 2 colours.</p>	<p>Knowledge and skills:</p> <p>*Talk about members of their own family and community.</p> <p>*Understand that people have different beliefs and celebrate in different ways. Diwali, Christmas, Eid.</p> <p>*Discuss remembrance day and why it is important.</p> <p>*Understand the changing seasons. Autumn/Winter</p> <p>*Bonfire safety.</p>	<p>Knowledge and skills:</p> <p>* Compare characters from stories and non fiction including figures from the past.</p> <p>Talk about Grandparents and what has changed in our houses.</p> <p>*Discuss pets and how to take care of them.</p> <p>*Discuss similarities and differences of animals from different countries.</p> <p>*Identify animals and their babies.</p>	<p>Knowledge and skills:</p> <p>* Plant a seed and care for growing plants.</p> <p>*Sketch a sunflower.</p> <p>* Explore the world around them and make observations.</p> <p>*Understand life cycles of caterpillars and chicks.</p>	<p>Knowledge and skills:</p> <p>*Comment on images from the past.</p> <p>*Know similarities and differences between things in the past and now.</p> <p>*Draw information from a simple map.</p> <p>*To use a computer mouse and space bar with control to open and complete a game.</p>	<p>Knowledge and skills:</p> <p>*Recognise similarities and differences between life in this country and life in other countries.</p> <p>*Talk about differences in materials and changes in states of matter.</p>

		Hooks/visitors	Hooks/visitors	Hooks/visitors	Hooks/visitors	Hooks/visitors	Hooks/visitors
		<ul style="list-style-type: none"> *Librarian visitor? *Road safety visitors? *Barefoot computing – patterns and sequencing. (linked to white rose maths) *Black history month door display 	<ul style="list-style-type: none"> *Christmas, Diwali – 4th Nov Bonfire night – 5th Nov Remembrance – 11th Nov *Fire brigade visitors?? *Fire engines through time. *Guide dogs *Changing of Seasons – Autumn, winter, snow and ice. *Light and dark *Snap sci (Light – 13) (Our changing world – 19, 22, 9.) 	<ul style="list-style-type: none"> *Chinese new year 1st feb *Grandparents. What has changed in our houses. *Taking care of animals *Animals from different countries. *Identify animals and their babies. *Barefoot computing – Elephants, cats and cars. *Safer internet day. *Snap sci (Animals and plants – 6.) 	<ul style="list-style-type: none"> *Easter 17th April *Visit from dentist/nurse? *Mother’s day 27th march *Oral health *Healthy eating *Growing plants *Life cycles – chicks and butterflies. *Snap sci (Animals and plants – 5. Our changing world – 24) 	<ul style="list-style-type: none"> *EID - May – Visitor from community who celebrates Eid. *Where do we live? Beeston/Leeds maps & photos. *Route to school *Trip to library? *Transport in different countries. *Transport through time. 	<ul style="list-style-type: none"> *Trip – farm *Carnival week – Research a country. Map Flags Traditional dress/food Language. Floating and sinking Magnets *Snap sci (physics – 18.)

ELGs

Past and present

Talk about the lives of the people around them and their roles in society.

Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.

Understand the past through settings, characters and events encountered in books read in class and story-telling.

People, culture and communities

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps.

The Natural World

Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important process and changes in the natural world around them, including the seasons and changing states of matter.

Understanding the World Programme:

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

New Bewerley Community School EYFS Curriculum 2021-22

	Pre reception	Autumn 1 7 weeks	Autumn 2 7 weeks	Spring 1 7 weeks	Spring 2 5 weeks	Summer 1 6 weeks	Summer 2 7 weeks
<p>Expressive Arts and Design</p> <p>*In harmony Opera North, weekly singing sessions. *Daily singing/story time</p> <p>*Helicopter stories and acting on stage.</p> <p>*Christmas concert.</p> <p>*Continuous provision – Sand, water, playdough, craft, paint, sewing, weaving, clay & kiln. Scissors, crayons, pencils, felt tips, markers. Craft resources.</p> <p>*Discussion and review of own and other's work.</p> <p>Vocabulary: Colour Shape Form Texture Pattern Line Tone Sculpt Weave Join Fabric Stich Primary Secondary Mix/blend Sketch repeat</p>	Knowledge and skills:	Knowledge and skills:	Knowledge and skills:	Knowledge and skills:	Knowledge and skills:	Knowledge and skills:	Knowledge and skills:
	<p>Use drawing to represent ideas and emotions.</p> <p>Draw a face with a circle and include details.</p> <p>Explore colour</p> <p>Remember and sing songs. Play instruments to express feelings and ideas.</p>	<p>To use correct colours</p> <p>To understand that a pattern can repeat.</p> <p>To print with a sponge and other objects.</p> <p>Listen attentively and respond to music.</p>	<p>To be able to represent what they see.</p> <p>To understand how playdough can change shape.</p> <p>To be able to form clay and add texture</p> <p>Make small worlds and develop stories. Take part in pretend play.</p>	<p>To be able to use scissors with more accuracy and to tear & rip</p> <p>Share ideas, resources and skills.</p> <p>Develop storylines in pretend play. Express ideas and feelings through art.</p>	<p>To select the correct colour and brush and make patterns.</p> <p>To know how to mix secondary colours green, orange, purple.</p> <p>Sing in a group matching pitch and follow melody.</p>	<p>To learn how to weave using paper (over/under)</p> <p>To be able to join two pieces of fabric together with a loop stitch and stuff object.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p>	<p>To share creations and explain the process they have used.</p> <p>Return and build on previous learning, refining ideas.</p> <p>Engage in music making and dance.</p>
		Hooks/Activities:	Hooks/Activities:	Hooks/Activities:	Hooks/Activities:	Hooks/Activities:	Hooks/Activities:
		<p>Drawing: Self portraits to be displayed in frames.</p> <p>Sketch book: Pencil drawing of themselves.</p> <p>Painting: Printing repeating patterns in provision</p> <p>Continuous provision</p> <p>In harmony sessions</p>	<p>Fireworks in pastels/chalk.</p> <p>Sketch book: Observational drawing of Poppy 3D: Wire poppies Playdough in provision.</p> <p>Clay Xmas decoration Xmas craft, cards, calendars Xmas concert Continuous provision In harmony sessions.</p>	<p>Collage: Use scissors accurately to cut. Tear and rip to make a collage.</p> <p>Sketch book: Collage</p> <p>Continuous provision</p> <p>In harmony sessions</p> <p>Easter and Mother's day cards.</p>	<p>Paint. Mix secondary colours</p> <p>Sketch book: Stick in paintings children have done using colours they have mixed.</p> <p>Continuous provision</p> <p>In harmony sessions</p>	<p>Paper weaving</p> <p>Sewing – use a loop stitch to join pieces of fabric together to make a fish.</p> <p>Sketch book: Observational drawing of Sunflower we have grown.</p> <p>Continuous provision</p> <p>In harmony sessions</p>	<p>Carnival week</p> <p>Animal Masks</p> <p>Sketch book: Art based on country we are studying for carnival week.</p> <p>Continuous provision</p> <p>In harmony sessions</p>

Expressive Arts and Design Programme:

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. Their frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

ELGs

Creating with Materials

Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Share their creations, explaining the process they have used.

Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive

Invent, adapt and recount narratives and stories with peers and their teacher.

Sing a range of well known nursery rhymes and songs.

Perform songs, rhymes, poems and stories with others, and when appropriate try to move in time with music.