

<p>Area of Learning</p>	<p>Autumn Term</p> <p>Super Me, Super You</p> <p>Celebrations</p> <p>Our topics are used as a stimulus for children’s learning and to plan adult led sessions. They are subject to change based on children’s interests and needs.</p>	<p>Spring Term</p> <p>Our Wonderful World</p> <p>Our topics are used as a stimulus for children’s learning and to plan adult led sessions.</p> <p>They are subject to change based on children’s interests and needs.</p>	<p>Summer Term</p> <p>Blast Off</p> <p>Our topics are used as a stimulus for children’s learning and to plan adult led sessions.</p> <p>They are subject to change based on children’s interests and needs.</p>
<p>PSED</p> 	<p>These skills will be taught continually through opportunities within our Continuous Provision, interactions with staff and peers, daily reading and recall of rhymes, songs and stories, small group discussions eg circle time. Where relevant we link to topic.</p> <p>Self-regulation</p> <ul style="list-style-type: none"> • To express how they feel • To understand how another person might be feeling • To control their impulses when necessary • To follow instructions • Show resilience and perseverance in the face of challenge. <p>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.</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>Managing self</p> <ul style="list-style-type: none"> • To attend to their basic needs regarding toileting, hunger and hygiene • To speak to others about own needs • To follow rules and understand the need for them 		

- Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian

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

- To take turns in conversation and play
- To communicate with both adults and children in the setting
See themselves as a valuable individual

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.

Communication and Language



These skills will be taught continually through opportunities within our Continuous Provision, interactions with staff and peers, daily reading and recall of rhymes, songs and stories, small group discussions eg circle time.

Children participate in Talk Boost Activities and Social Group Interventions to develop language and improve vocabulary and oracy.

High quality interactions between adults and children drive our Communication and Language provision.

Listening, Attention and Understanding

Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".

Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"

Understand how to listen carefully and why listening is important.

Ask questions to find out more and to check they understand what has been said to them.

Engaging actively with stories, rhymes, non fiction and poetry

Respond to questions

Demonstrate understanding of new vocabulary

Ask questions or make comments about what they have read, heard or seen.

Hold a back and forth exchange with their peers and teachers.

Listen to and talk about stories to build familiarity and understanding.

Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

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

To participate in small group, class and one to one discussions.

Practice their spoken skills in a range of activities such as role play, conversations and story telling....

To know a range of poems, rhymes and stories

To demonstrate a growing vocabulary that is influenced by stories heard and books that have been read.

To use a range of social sentences eg Good morning

To speak in full sentences

To describe events in detail

To use past, present and future tenses

To use conjunctions such as 'and', 'but' 'because' etc...

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.

Physical Development



Physical Development is taught in a range of ways . For example:

Gross Motor: Through weekly PE lessons. At Highcliffe we use The PE Hub to support our PE lessons.

Access to the outdoor play during Continuous Provision where Gross Motor skills are developed through large scale play e.g. large construction blocks, balancing, ball skills. Daily outdoor play sessions where children are encouraged to run and have access to equipment to promote ball skills.

Fine Motor: These skills are continually promoted throughout the learning environment through a variety of activities for the children to participate with, e.g. threading, weaving, peg boards, using tweezers, scissors and other tools.

Gross Motor

To develop skills: rolling , crawling, walking, jumping, running, hopping, skipping, - climbing

To develop ball skills including: throwing, catching, kicking, passing, batting, and aiming.

Gross Motor

To continue to develop skills: rolling , crawling, walking, jumping, running, hopping, skipping, - climbing

To develop and refine ball skills including: throwing, catching, kicking, passing, batting, and aiming.

To have opportunities to develop balance and coordination

Gross Motor

To develop and refine skills: rolling , crawling, walking, jumping, running, hopping, skipping, - climbing

To develop and refine ball skills including: throwing, catching, kicking, passing, batting, and aiming.

Demonstrate strength, balance and coordination when playing.

**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.**

	<p>Fine Motor</p> <p>To draw freely</p> <p>To hold a pencil</p> <p>To form letters accurately</p>	<p>Fine Motor</p> <p>To use a range of tools competently, safely and confidently (pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.)</p> <p>To draw freely</p> <p>To hold a pencil</p> <p>To form letters accurately</p>	<p>Fine Motor</p> <p>To use a range of tools competently, safely and confidently (pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.)</p> <p>To form letters accurately</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>Literacy</p> 	<p>Literacy is taught in a range of ways at Highcliffe:</p> <ul style="list-style-type: none"> • Daily synthetic, systematic phonics sessions, following our DfE validated programme, Amina Phonics. • Individual Readers at least once a week • The Write Stuff (Jane Considine) is used to support the teaching of writing • Daily class stories • Range of text types and genres shared with children regularly 		
<p>Comprehension</p> <ul style="list-style-type: none"> • Children can sequence the events in a story • Make predictions and suggest how a story might end. • Children can answer simple ‘What or Why questions’ about a story. 		<p>Comprehension</p> <ul style="list-style-type: none"> • Children can sequence the events in a story • Make predictions and suggest how a story might end. • Children can retell some familiar stories. 	<p>Comprehension</p> <ul style="list-style-type: none"> • Children can sequence the events in a story • Make predictions and suggest how a story might end. • Children can retell some familiar stories.

	<ul style="list-style-type: none"> • Knows that information can be retrieved from books/computers/posters. 	<ul style="list-style-type: none"> • Children are starting to use vocabulary and forms of speech that are influenced by their experiences of books. • Children can answer simple 'What or Why questions' about a story. • Knows that information can be retrieved from books/computers/posters. • Children understand what they have read. Would be able to match a sentence/word to a picture. 	<ul style="list-style-type: none"> • Children are starting to use vocabulary and forms of speech that are influenced by their experiences of books. • Children can answer simple 'What or Why questions' about a story. • Knows that information can be retrieved from books/computers/posters. • Children understand what they have read. Would be able to match a sentence/word to a picture.
<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>Word Reading</p> <ul style="list-style-type: none"> • Phase 2/3 Anima Phonics 	<p>Word Reading</p> <ul style="list-style-type: none"> • Phase 4 Anima Phonics 	<p>Word Reading</p> <ul style="list-style-type: none"> • Phase 5a Anima Phonics

	<ul style="list-style-type: none"> • Children enjoy/love listening to and exploring fiction and non-fiction books. • Children understand that print has meaning and that it is read from left to right. • Children can link some sounds to individual letters 	<ul style="list-style-type: none"> • Children enjoy/love listening to and exploring fiction and non-fiction books. • Children understand that print has meaning and that it is read from left to right. • Children can link sounds to individual letters and 10 digraphs • Children can blend and segment words using the sounds that they know. • Read a few common exception words matched to the school's phonic programme. • Begin to read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. 	<ul style="list-style-type: none"> • Children enjoy/love listening to and exploring fiction and non-fiction books. • Children understand that print has meaning and that it is read from left to right. • Children can say a sound for each letter in the alphabet. • Children can link sounds to individual letters and 10 digraphs. • Children can blend and segment words using the sounds that they know. • Read a few common exception words matched to the school's phonic programme.
<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>Writing</p> <ul style="list-style-type: none"> • Children will be able to write their own name. • Children can break the flow of speech into words. 	<p>Writing</p> <ul style="list-style-type: none"> • Children will be able to write their own name. • Form some lower-case and capital letters correctly 	<p>Writing</p> <ul style="list-style-type: none"> • Children will be able to write their own name. • Form lower-case and capital letters correctly

	<ul style="list-style-type: none"> • Children can write words using the sounds that they know and will have a go at writing other words. • Children will be able to blend and segment CVC words. • Children will experiment with mark making in their play and ascribe meaning to signs, symbols and words. 	<ul style="list-style-type: none"> • Children can break the flow of speech into words. • Children can write words using the sounds that they know and will have a go at writing other words. • Children will be able to blend and segment longer words including digraphs • Write labels and captions. 	<ul style="list-style-type: none"> • Children can break the flow of speech into words. • Children can write words using the sounds that they know and will have a go at writing other words. • Write simple phrases and sentences that can be read by others. • Children can write a simple sentence and are beginning to understand finger spaces and full stops.
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Write recognisable letters, most of which are correctly formed.

Spell words by identifying sounds in them and representing the sounds with a letter or letters.

Write simple phrases and sentences that can be read by others.

Mathematics



Maths skills and knowledge are taught through discrete daily maths lessons. Maths opportunities are available within Continuous Provision eg sand and water areas gives children opportunities to discuss capacity and weight, Maths Areas in both classes which allow children to explore and investigate their own mathematical thinking.

At Highcliffe we teach Maths every day. We follow the White Rose scheme which we enhance with the NCTEM Mastering Maths Programme

<p>To be able to count forwards to 10.</p> <p>To begin to recognise patterns within the number system.</p> <p>To know names of some 2D shapes</p>	<p>To have a good understanding of numbers to 10.</p> <p>To be able to count forwards and backwards to 10.</p>	<p>To be able to count beyond 20 recognising the pattern of the counting system.</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is</p>
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<p>To know names of some 3D shapes</p> <p>To subitise small quantities (below 5)</p> <p>To compare quantities with low cognitive load knowing which has more or fewer</p> <p>To begin to have a simple understanding of time and use appropriate vocabulary</p> <p>To explain their reasoning verbally to another peer or adult</p> <p>Continue, copy and create repeating patterns.</p> <p>Begin to compare length, weight and capacity</p>	<p>To know names and properties of some 2D shapes</p> <p>To know names of 3D shapes</p> <p>To subitise small quantities (up to 5)</p> <p>To begin to demonstrate understanding of the composition of numbers up to 10</p> <p>To add and subtract confidently using resources</p> <p>To compare quantities with low cognitive load knowing which has more or fewer</p> <p>To begin to understand the meaning of, and how to half or double</p> <p>To have a simple understanding of time and use appropriate vocabulary</p> <p>To explain their reasoning verbally to another peer or adult</p> <p>Continue, copy and create repeating patterns.</p> <p>Compare length, weight and capacity</p> <p>To recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) including double facts.</p>	<p>greater than, less than or the same as the other quantity</p> <p>To know names and properties of 2D shapes</p> <p>To know names of 3D shapes</p> <p>To subitise small quantities up to 5.</p> <p>To demonstrate understanding of the composition of numbers up to 10</p> <p>To add and subtract confidently using resources as needed</p> <p>To understand the meaning of, and how to half or double</p> <p>To have a simple understanding of time and use appropriate vocabulary</p> <p>To explain their reasoning verbally to another peer or adult</p> <p>Continue, copy and create repeating patterns.</p> <p>Compare length, weight and capacity</p> <p>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>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>
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	<p>ELG: Number Children at the expected level of development will: - Have a deep understanding of number to 10, including the composition of each number; 14 - 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>ELG: Numerical Patterns Children at the expected level of development will: - 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.</p>		
<p>Understanding the world</p> 	<p>The children learn about the Natural World, Past and Present and People and Communities throughout Continuous Provision. We utilise in the moment opportunities to investigate and explore these areas as and when the children demonstrate interest and to incorporate events etc. occurring at the same time. E.g. Diwali, Autumn, Snow Day etc.</p> <p>Specific learning is planned for through topics which have an Understanding the World focus. Where possible, we invite guests into school to support the children’s learning.</p>		
	<p>Natural world</p> <p>To describe what they see, hear and feel whilst outside.</p> <p>To observe and notice differences in seasons.</p> <p>To describe different sorts of weather</p> <p>To know names of and begin to describe different animals, reptiles and fish</p>	<p>Natural world</p> <ul style="list-style-type: none"> To describe what they see, hear and feel whilst outside. To observe and notice differences in seasons. To describe different sorts of weather To know names of and begin to describe different animals, reptiles and fish 	<p>Natural world</p> <ul style="list-style-type: none"> To understand changes in the natural world including seasons. To describe different sorts of weather To know names of and begin to describe different animals, reptiles and fish To know similarities and differences between the natural



To observe and notice the natural world around them.

To draw pictures of things they notice

To begin to know some ways of keeping healthy

To understand the importance of tooth brushing- dental visit

Past and Present

To talk about lives of people around them eg their family and lives of those in wider community

To develop an understanding of yesterday, today and tomorrow

To read stories and look at books and pictures that show life in the past.

To understand and use words such as .. yesterday, tomorrow, today, last week, a long time ago

People, Culture and Communities

To develop a sense of the immediate world around them through visiting parks, libraries etc. and meeting important members of the community such as dentists, doctors, nurse..

- **To draw pictures of things they notice**

- **To know that we have an ecologically diverse world**

- To experience changing states of matter such as melting, freezing and evaporating. To experience concepts such as floating, sinking and magnetism.

- To know some ways of keeping healthy

Past and Present

- To talk about lives of people around them e.g. their family and lives of those in wider community

- To develop an understanding of yesterday

- **To develop an understanding of the past**

- **To know life was different in the past**

- To read stories and look at books and pictures that show life in the past.

- To understand and use words such as ... yesterday, tomorrow, today, last week, a long time ago

People, Culture and Communities

To know they live in Birstall, Leicester

world around them and contrasting environments, drawing on their experiences and what has been read in class.

- To draw pictures of things they notice

- To experience and **understand changing states of matter** such as melting, freezing and evaporating. To experience concepts such as floating, sinking and magnetism.

- To know and talk about some ways of keeping healthy

Past and Present

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

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

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

To look at books and hear stories about life in other places

To look at maps of their school, their town and the world

Draw information from a simple map eg map of Little Red Hen's journey

To know that different there are different types of families

To know that children may have different faiths

Understand that some places are special to members of their community eg Church, mosque, Gudwara. Visit to the church at Christmas?

To know that some families mark festivals of Christmas and Diwali., Eid, Chinese New Year and know how these may be celebrated.

To listen to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally diverse world.

To know that Leicester is in England To develop a sense of the immediate world around them through visiting parks, libraries etc. and meeting important members of the community such as dentists, doctors, nurse..

To begin to recognise some similarities and differences between life in this country and life in other countries.

To look at books and hear stories about life in other places

To look at maps of their school, their town and the world

Draw information from a simple map.

To know that different there are different types of families

To know that children may have different faiths

Understand that some places are special to members of their community.

To know that some families mark different festivals such as Vaisakhi, , Eid, Chinese New Year and know how these may be celebrated.

To listen to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally diverse world.

- To understand and use words such as ...yesterday, tomorrow, today, last week, a long time ago

People, Culture and Communities

- To know they live in Birstall, Leicester
- To know that Leicester is in England
- To develop a sense of the immediate world around them through visiting parks, libraries etc. and meeting important members of the community such as dentists, doctors, nurse..
- To recognise some similarities and differences between life in this country and life in other countries.
- To look at books and hear stories about life in other places
- To look at maps of their school, their town and the world
- Draw information from a simple map.
- To know that different there are different types of families
- To know that children may have different faiths
- Understand that some places are special to members of their community.

			<ul style="list-style-type: none"> • To know that some families mark different festivals such as Christmas, Diwali, Eid, Chinese New Year and know how these may be celebrated. To know some similarities and differences between different religious and cultural communities in this country. • To listen to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally diverse world.
<p>Expressive arts and Design</p> 	<p>This area is taught in arrange of ways: Children have daily access to a range of creative materials for them to investigate to develop artistic skills, including a range of media to make models, paint and draw with.</p> <p>We have a large Creative area outside where the children can apply expressive arts and design skills in a variety of ways including; weaving, music, dance, drama.</p> <p>Music is discreetly taught through songs, rhymes and access to percussion instruments.</p> <p>Dance is taught in PE sessions and children have access to music and resources in outdoor Continuous Provision.</p>	<ul style="list-style-type: none"> • To explore and experiment with a wide range of media and materials • To safely use a range of tools (scissors, pencils, crayons, paint and paint brushes), media and techniques 	<ul style="list-style-type: none"> • To safely use and explore a variety of materials, tools and techniques experimenting with colour, design, texture, form and function. • Opportunities to see works of art created by others.

- To experiment with colour, design, texture, form and function
- Opportunities to see works of art created by others.
- Opportunities to share their own creations, explaining the processes they have used.
- Observational drawings of the world around them
- To explore and experiment with a wide range of media and materials
- To safely use a range of tools (knife for buttering and cutting), media and techniques
- To experiment with colour, design, texture, form and function
- To look at models and structures made by others – junk modelling
- Frequent opportunities to listen to and talk about different types of music
- To sing a range of well known songs and rhymes
- To explore different instruments
- To move in time with music
- To talk about loud and quiet
- To perform songs, rhymes and poems with others. Eg Little Red Hen story and song

- To experiment with colour, design, texture, form and function
- Opportunities to see works of art created by others.
- Opportunities to share their own creations, explaining the processes they have used.
- Observational drawings of the world around them
- To experiment with colour, design, texture, form and function
- To look at models and structures made by others
- Frequent opportunities to listen to and talk about different types of music
- To sing a range of well known songs and rhymes
- To explore and begin to know the names of different sorts of musical instruments
- To move in time with music
- To talk about loud and quiet
- To hold a steady beat
- To perform songs, rhymes and poems with others.

- Opportunities to **share their own creations, explaining the processes they have used.**
- Observational drawings of the world around them
- To explore and experiment with a wide range of media and materials
- To look at models and structures made by others
- Frequent opportunities to listen to and talk about different types of music
- **To sing a range of well known songs and rhymes**
- To know the names of different sorts of musical instruments
- To move in time with music
- To talk about loud and quiet
- To hold a steady beat
- **To perform songs, rhymes and poems with others. When appropriate try to move in time with the music.**
- **Invent, adapt and recount narratives and stories with peers and their teacher.**

Parents as partners and community cohesion



Induction meetings
 Parents consultations,
 Diwali celebration
 Christmas production.
 Using Tapestry to share observations and 'what we are learning'
 Using Tapestry to give messages/videos about key concepts like reading and physical development

Tapestry
 Parent consultations
 Mother's day event
 Farm trip
 Using Tapestry to share observations and 'what we are learning'

Tapestry
 Reports
 Fathers day event
 Using Tapestry to share observations and 'what we are learning'
 Sports Day
 End of Year Event

6Rs /characteristics of effective learning

These are explicitly taught and then discussed in daily routines and scenarios
 Parents are informed during an information session to ensure the same language and expectations are met at home
 Characteristics of effective learning are always planned into the continuous provision. The continuous provision is set up to promote these.
 Staffing are available to question and promote open ended learning and curiosity.
 The 6Rs complements 'being willing to have a go' in particular promoting resilience
 Our rewards systems focus on these attributes as they underpin all that we do in EYFS