



The Early Years Foundation Stage

The Early Years Foundation Stage Principles

Every Child Matters
Change For Children

The Early Years Foundation Stage Setting the Standards for Learning, Development and Care for children from birth to five

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
<p style="font-size: 0.8em; margin-bottom: 10px;">Every child is a competent learner from birth who can be resilient, capable, confident and self-assured.</p>   	<p style="font-size: 0.8em; margin-bottom: 10px;">Children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person.</p>   	<p style="font-size: 0.8em; margin-bottom: 10px;">The environment plays a key role in supporting and extending children's development and learning.</p>   	<p style="font-size: 0.8em; margin-bottom: 10px;">Children develop and learn in different ways and at different rates and all areas of Learning and Development are equally important and inter-connected.</p>  
<p>1.1 Child Development</p> <ul style="list-style-type: none"> • Child development • A skilful communicator • A competent learner <p>1.2 Inclusive Practice</p>	<p>2.1 Respecting Each Other</p> <ul style="list-style-type: none"> • Understanding feelings • Friendships • Professional relationships <p>2.2 Parents as Partners</p>	<p>3.1 Observation, Assessment and Planning</p> <ul style="list-style-type: none"> • Starting with the child • Planning • Assessment 	<p>4.1 Play and Exploration</p> <ul style="list-style-type: none"> • Learning through experience • Adult involvement • Contexts for learning <p>4.2 Active Learning</p>

	What do I know about me? (PSED, PD, UW) Autumn 1 Thursday 3 September – Friday 23 October	Autumn: Why are there so many leaves on the ground? (UW) Autumn 2 Monday 2 November – Friday 18 December	Twinkle, twinkle, little star, how I wonder what you are. (UW with lots of focus on EAD) Spring 1 Monday 4 January – Friday 12 February	Minibeasts: Are all Minibeasts scary? (UW) Spring 2 Monday 22 February – Friday 1 April	I am a Reader: Who are the famous characters inside my books? (L) Summer 1 Monday 12 April – Friday 28 May	Everyday heroes: Who can I ask for help? (UW) Summer 2 Monday 7 June – Friday 16 July
Entry point/Stimulus	The hall of crazy mirror? Bring in pictures of babies and families.	A look at nature around us to play in the leaves and explore natural art, den making etc.	Watch a trip to the universe on the smart board	Zoolab? Visit from a minibeast expert bringing large and small insects to look at and handle.	Have volunteers dress up as characters from the book The Jolly Postman. Ask them to read out the letters from the book.	A visit from people in the community to talk about their jobs and what they do.
Exit Point	My special quality. Children have the opportunity to share what makes them special.	Talking about how Autumn/ Winter time concludes with the advent of Christmas. This culminates in the Nativity performance.	Making constellations	Build a minibeast city to be placed in the Nursery courtyard.	Make a book similar to the Jolly Postman using the characters explored throughout the challenge.	Dress up day - Children come to school dressed as who they would like to be when they grow up.
Class Assembly/Circle time/Key person discussion	Making friends. Talk about what makes a good friend and what friends do. How do we make friends with another child? How do we feel when we have a friend? How does it feel when we don't have a friend?	Managing feelings. How to give comfort and show empathy when someone is scared, worried and sad.	Talk about our positive self. What are we good at? What do we enjoy doing? What would we like to achieve? How will we reach our goals?	Anti-bullying focus Talk about bullying and how we can stand up for ourselves. Talk about tolerance and how everyone has differences and that these differences should be embraced.	Making choices. Discuss how we make choices and how to judge which choice is the best to make. How do we learn from bad decisions?	Changes. Talk about children's expectations of moving from Reception to Y1. Explore feelings and how to manage them.
Links with World cultures	Eid-UI-Adha (September) REMEMBERING COMMUNITY	Diwali (October) FAMILY Christmas (December) REMEMBERING FAMILY Hanukkah (December) REMEMBERING COMMUNITY	Birth of Guru Gobind (December) AUTHORITY WISDOM IDENTITY Chinese New Year (January) FAMILY COMMUNITY REMEMBERING	Holi (March) BELIEF Palm Sunday (April) REMEMBERING BELIEF HOPE Easter (April) HOPE BELIEF REMEMBERING	Vaisakhi (April) BELIEF HOPE IDENTITY BELONGING Vesak (May) BELIEF HOPE IDENTITY BELONGING REMEMBERING	Ramadan (June) AUTHORITY WISDOM BELONGING FAMILY COMMUNITY Eid-UI-Fitr (July) REMEMBERING COMMUNITY FAMILY SPECIALNESS
Spoken Language Promoted through: Class assembly Key person discussion Class discussion Responding to questions from adults	Speak audibly and fluently with an increasing command of Standard English Use relevant strategies to build their vocabulary Listening to others one to one and in small groups. Listening to stories. Opportunities to discuss vocabulary in stories. Understanding the meaning of words in context. Answering questions about stories. Retelling stories orally. Following clear instructions.	Speak audibly and fluently with an increasing command of Standard English Responding to what they have heard. Concentrating and sitting quietly during activities. Listen and respond to simple instructions without need for further prompts. Explaining the meaning of specific words. Demonstrating understanding of prepositions. Participate in discussions taking turns to listen to what others say.	Speak audibly and fluently with an increasing command of Standard English Beginning to develop their own ideas and narratives. Listening to and discussing a wide range of texts. Making comments about stories they have heard. Responding to ideas expressed by others. Asking questions about why things have happened and give explanations. Using talk in play to pretend.	Speak audibly and fluently with an increasing command of Standard English Maintain attention and participate actively in discussions Using talk to recreate roles. Link statements and stick to a theme in talking. Using talk to organise their thoughts and ideas. Using a range of tenses.	Speak audibly and fluently with an increasing command of Standard English Use spoken language to introduce a storyline into play. Understanding why questions. Being able to follow a story without pictures. Anticipating key events in stories. Responding to the ideas of others.	Speak audibly and fluently with an increasing command of Standard English Use spoken language to help support their interactions in class and their writing. Expressing themselves effectively. Discussing their understanding Asking questions to improve their understanding Composing and rehearsing sentences orally Participate in discussions

Read Write Inc	RWInc Stage 1 <ul style="list-style-type: none"> Saying set 1 sounds and learning to write the corresponding grapheme. Blending verbally using Fred Talk. 	RWInc Stage 2 <ul style="list-style-type: none"> Sound blending to read CV/CVC words. Blending CV/CVC words using magnetic letters. RWInc Stage 3 <ul style="list-style-type: none"> Writing CV/CVC words using Fred Fingers. 	RWInc Stage 4 <ul style="list-style-type: none"> Sound blending to read CCVC/CVCC words. Writing CCVC/CVCC words using Fred Fingers. 	RWInc Stage 5 – daily ditties <ul style="list-style-type: none"> Reading a simple sentence. Drawing a simple picture to show comprehension. Writing a simple sentence (after modelling), using a capital letter, finger spaces and full stop. 	RWInc Stage 6 – ditty books <ul style="list-style-type: none"> Saying set 2 sounds and learning to write the corresponding grapheme. Sound blending to read CCVC/CVCC words and words containing set 2 sounds. Instant reading of CV/CVC words. Reading a simple book. Answering questions to show comprehension. Writing missing words in a sentence. Writing a simple sentence (after modelling), using a capital letter, finger spaces and full stop. 	RWInc Stage 7 – green/purple books <ul style="list-style-type: none"> Reading a simple book. Answering questions to show comprehension. Writing a simple sentence (after modelling), using a capital letter, finger spaces and full stop. Independent writing with correct punctuation.
Writing focus	Morning writing First names with correct letter formation Labels, lists	Morning writing Full names with correct letter formation and finger space between names Poetry, stories with pattern, non-fiction texts	Morning writing Full name and labelling nouns. Signs, non-fiction texts	Morning writing Completing a sentence. Stories with pattern, non-fiction texts, alliteration	Morning writing Short sentences with phonetically plausible spelling Traditional tales, instructions	Morning writing Short sentences with correct punctuation. Attempt to use simple conjunctions to extend sentences. Recount, lists, stories with pattern
High frequency words	a, as, at, dad	an, and, got, in, is, it, not, on Red words to spell the my I of he she some	big, but, can, mum, put, up Red words to spell I my the he she to me you of was do	get, had, help, him, his, if, of Red words to spell the he you I she all of my me so be they	from, just, will, went, have Red words to spell you the I to my me do all of she her he we they	that, them, then, this, with, back Red words to spell to the said you of there they are your
Core stories	Jellybean goes to school, The Colour Monster, The Rabbit Listened, In My Heart, Incredible You, Only One You, Have You Filled a Bucket Today?	My World, My Seasons, Where the Poppies Grow, Signs of Autumn, Diwali, Tidy, Grandpa's Handkerchief, The Fox in the Dark.	The Skies Above my Eyes, Toys in Space, Professor Astro Cat's Solar System, A Cat's Guide to the Night Sky, Beegu	The bad-tempered ladybird	The Jolly Postman	We work at the hospital
Enhanced role play	Indoor Classroom: Baby Clinic Outdoor Classroom:	Indoor Classroom: Treehouse Outdoor Classroom:	Indoor Classroom: Dark den Outdoor Classroom:	Indoor Classroom: Jungle Outdoor Classroom:	Indoor Classroom: Library Outdoor Classroom:	Indoor Classroom: Doctors surgery Outdoor Classroom:
Reading skills through story, Nursery Rhymes and Read Write Inc.	<ul style="list-style-type: none"> Looking at repetitive language/phrasing Looking at settings Describing characters Recalling what happens in the text Using illustrations to help interpret the text 	<ul style="list-style-type: none"> Looking at settings Describing characters Recalling what happens in the text Developing likes and dislikes about a story Recalling what happens in the text Using illustrations to help interpret the text 	<ul style="list-style-type: none"> Looking at settings Describing characters Recalling what happens in the text Looking at alliteration Looking at author viewpoint Recalling what happens in the text Using illustrations to help interpret the text 	<ul style="list-style-type: none"> Looking at settings Describing characters Recalling what happens in the text Looking at alliteration Looking at author viewpoint Recalling what happens in the text Using illustrations to help interpret the text 	<ul style="list-style-type: none"> Looking at settings Describing characters Recalling what happens in the text Sequencing a story Becoming aware of how a story is structured Responding to the text Recalling what happens in the text Using illustrations to help interpret the text 	<ul style="list-style-type: none"> Looking at the features of a non-fiction text Retrieving information from a text using contents page and index Using photographs as a basis to develop questions about a text
Core songs						

	<p>ALL ABOUT ME (Out of the Ark songs)</p> <ul style="list-style-type: none"> • I'm A Miracle! • Family Tree • Healthy Me • Look What I Can Do! • The Brain • Growing • Self-Portrait • Under My Skin • I Can Do It For Myself • Hey, You In The Middle • Keep On Smiling • Not A Lot Of Sense! • I Had A Wobbly Tooth 	<p>AUTUMN & WINTER (Out of the Ark songs)</p> <ul style="list-style-type: none"> • Thank You God For The Harvest • Big Red Combine Harvester • Hello, Hello • It's Time To Fly • Pumpkin Head • The Owl • One, Two, Three Little Acorns • Under The Harvest Moon • Mr Scarecrow • Autumn Leaves • It's Winter Time • Put Your Coat On • Marching In The Snow • My Christmas Tree • Snowdrop • Mister Wind • Spider Goodnight • Socks • Jack Frost • When Santa Comes Down My Chimney 	<p>MARVELLOUS MATHS SONGS (Out of the Ark Songs)</p> <ul style="list-style-type: none"> • One, Three, Five, Seven, Nine • We Are The Even Numbers • I'm A Super Sphere • Sixty Seconds • Double Trouble! • How Many Grannies? • An Elephant Is Heavy • One Add Nine, Nine Add One • Five, Ten, Fifteen, Twenty • Metre Worm • Spidery Legs • Big Round Clock • I'm Selling Snails • Click, Clack • Zero Bananas • Pirate Treasure • Robot • Which Shape Am I? • If I Take Two Away From Ten • Perfect Symmetry • Sharing • The First Stair 	<p>MINIBEASTS (Out of the Ark Songs)</p> <ul style="list-style-type: none"> • If I Were A Minibeast • What A Beast! • Joey • Follow The Silver Trail • Hey, Mister Bee • Squirm • We're Strong Ants • Pitter Patter Caterpillar • Please Don't Squish Me! • Out In The Garden • Spider Spins • A B-U-G • Five Bluebottles 	<p>LOVELY LITERACY SONGS (Out of the Ark songs)</p> <ul style="list-style-type: none"> • Give Yourself A P-A-T On The Back • Chalk and Cheese and Chatter • We're Off To Rhyming Land • The Cricket And The Bat • Hey, Mr Pirate! • Big Elephants • I'm H, H, H, H, H, Huffed Out! • Once Upon A Time • Animal Dictionary • We're Going To Find The Octopus • Who Am I? • Whether the Weather • Lov-er-ly Mud • There Was A Young Parrot Called Pog • Wobble, Wobble Jellyfish • Doing-word Day • It's Great When You Know The Alphabet! • Books Are Amazing! • Sing A J-E-T • Big Ben 	<p>PEOPLE WHO HELP US (Out of the Ark Songs)</p> <ul style="list-style-type: none"> • The Dustbin Men • Lollipop Lady • Who Is There For Me? • Going To The Doctor's • My Teacher • It's The Window Cleaner! • The Firefighter's Song • The Hairdresser Song • Special Friend • The Postman • The Plumber Song • Can I Help You?
<p>Mathematics -Spoken Language</p>	<p>Developing their mathematical vocabulary</p> <p>Knowing that numbers identify how many are in a set.</p> <p>Matching numeral and quantity correctly.</p> <p>Comparing two groups of objects, saying when they have the same number.</p> <p>Showing an interest in number problems.</p> <p>Realising that anything can be counted.</p>	<p>Developing their mathematical vocabulary</p> <p>Recognising some numbers of personal significance.</p> <p>Counting objects saying one name for each item.</p> <p>Counting objects that cannot be moved.</p> <p>Counting to 10 and beginning to count beyond 10.</p>	<p>Developing their mathematical vocabulary</p> <p>Counting out objects from a larger group.</p> <p>Selecting the correct number to represent objects.</p> <p>Counting irregular arrangements of objects.</p> <p>Finding the total amount of objects in two groups by counting all of them.</p>	<p>Developing their mathematical vocabulary</p> <p>Saying numbers one more than a given number.</p> <p>Finding one more or one less objects in a group of up to ten.</p>	<p>Developing their mathematical vocabulary</p> <p>Beginning to used vocabulary involved in adding and subtracting.</p> <p>Record using marks they can explain and interpret.</p> <p>Place numbers in order.</p>	<p>Developing their mathematical vocabulary</p> <p>Solving problems including doubling, halving and sharing.</p>
<p>Mathematics (Using Hamilton Trust Scheme)</p>	<p>Say and use number in songs, rhymes and stories.</p> <p>Counting Recite numbers to 10, then 20. Count up to objects to 10 in a line, or by moving them. Count out up to 10 objects from a larger set (know when to stop!). Begin to match numerals to the number in a set. Order numerals to 10.</p> <p>Shape and Space Describe the shape and size of shapes. Name circles, squares and triangles. Describe position.</p> <p>Pattern</p>	<p>Measures (length) Compare two lengths using direct comparison; use language of longer and shorter. Use uniform non-standard units to measure items up to 10 units long. Put three lengths in order.</p> <p>Measures (height) Compare two heights using direct comparison; use language of taller and shorter. Use uniform non-standard units to measure items up to 10 units high. Put three heights in order.</p> <p>Counting and comparing numbers Compare two numbers/quantities, use the language of 'more' and 'less'.</p>	<p>Counting Recite numbers to 20, then 100. Count back from at least 10 to zero. Order numerals to at least 10. Count up to 20 objects. Ordinal numbers. Begin to estimate quantities, e.g. choose from 5, 10 or 20. Count actions and sounds.</p> <p>Shape and space Sort and describe 2D shapes. Symmetry. Name rectangles, squares, circles and triangles.</p> <p>Data handling Sort other objects using given criteria.</p> <p>Adding (one and two more)</p>	<p>Counting on Find one more and two more than any number to 10. One more than numbers to 20. Begin to record the number in a set. To 5, then 10.</p> <p>Measures (weight) Compare two weights using direct comparison; use language of heavier and lighter. Use uniform non-standard units to measure weights up to 10 units.</p> <p>Shape and space Recognise cube, cuboid and sphere. Sort 3D shapes according to whether they roll or not, stack or not.</p> <p>Counting and comparing numbers Count back from 20 to 0.</p>	<p>Counting Recite numbers to 100 Count in 1s and 10s to 100 Estimate from a given choice or range, e.g. 10, 20 or 100</p> <p>Addition Add 1, 2 or 3 to any number to 20 by counting on.</p> <p>2D Shape Sort irregular shapes according to number of corners/sides.</p> <p>Data handling Sort objects using criteria such as colour, curved, number of corners, etc. Sort objects using their own criteria.</p> <p>Addition and subtraction</p>	<p>Counting Count and record number of objects to 20 Count on or back 2 or 3</p> <p>Measures (capacity) Direct comparisons. More or less.</p> <p>Counting and comparing numbers Recite numbers to 100 Read numbers to 100 Fill in the missing number in a track to 20</p> <p>3D Shape Describe cube, cuboid, cylinder, sphere, cone and pyramid.</p> <p>Direction Left and right.</p>

	<p>Continue a repeating pattern with two colours/shapes/objects. Rehearse counting to 20 as you do patterns. Adding (one more) Count on from any number to 10. Say the next number (i.e. say the number after a given number up to 10 without counting from 1). Read the corresponding addition. Addition (story of 5) Find different ways to partition sets of five objects. Read the corresponding addition. Early subtraction – Guess how many are hiding. Understanding number Count up to 10 objects which can't be moved. Match numerals to the number in a set. Understand zero to describe an empty set. Rehearse counting back from 10 to 0, including in songs, stories and rhymes. Count actions.</p>	<p>Shape Begin to describe 3D shapes. Use 3D shapes to print and make models. Money Recognise £1 and £2 coins. Compare prices in pounds up to £10 (by making lines of pound coins). Use money in role play (e.g. pound shop). 'Real life' problems Solve practical problems involving counting or role play. Time Use days of the week in context, e.g. story. Recognise a minute as unit of time. Count actions carried out in a minute (less than 20).</p>	<p>Say the next number (without counting from 1). Add 1 to any number. Add 2 to any number up to 10. Read the corresponding addition. Pattern Continue a repeating pattern with three colours/shapes/objects. Symmetrical patterns. Also: Begin to recognise and create symmetrical patterns. Addition (story of ten) Find different ways to partition sets of ten objects. Read the corresponding addition. Early subtraction – Guess how many are hiding.</p>	<p>Compare numbers to 20. Read numbers to 20, match numerals to sets. Money Recognise 1p, 2p, 5p and 10p coins and know the value of each. 'Real life' problems Solve practical problems involving counting or role play. Time Know how key times of day (hours only) are shown on the clock, analogue and digital. Begin to know months of the year, including important months, e.g. birthday, celebrated festivals.</p>	<p>Pairs with a total of 6 or 7 – addition and subtraction. Doubles to double 5 Pattern Create and complete repeating patterns with two or three colours/shapes/objects/ actions. Count in 2s. Addition and subtraction Find 1 more/ 1 less. Subtract 2 by counting back.</p>	<p>Follow directions. Money Recognise all coins. Very simple addition and subtraction problems involving money. Time Days of the week. Count actions carried out in a minute (more than 20). 60 seconds in a minute. Activities done in 1 minute.</p>
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Science – Spoken Language	<p>Developing their scientific vocabulary</p> <p>Articulating scientific concepts clearly and precisely</p> <p>Making their thinking clear, both to themselves and others</p> <p>Build secure foundations by using discussion to probe and remedy their misconceptions</p>	<p>Developing their scientific vocabulary</p> <p>Articulating scientific concepts clearly and precisely</p> <p>Making their thinking clear, both to themselves and others</p> <p>Build secure foundations by using discussion to probe and remedy their misconceptions</p>	<p>Developing their scientific vocabulary</p> <p>Articulating scientific concepts clearly and precisely</p> <p>Making their thinking clear, both to themselves and others</p> <p>Build secure foundations by using discussion to probe and remedy their misconceptions</p>	<p>Developing their scientific vocabulary</p> <p>Articulating scientific concepts clearly and precisely</p> <p>Making their thinking clear, both to themselves and others</p> <p>Build secure foundations by using discussion to probe and remedy their misconceptions</p>	<p>Developing their scientific vocabulary</p> <p>Articulating scientific concepts clearly and precisely</p> <p>Making their thinking clear, both to themselves and others</p> <p>Build secure foundations by using discussion to probe and remedy their misconceptions</p>	<p>Developing their scientific vocabulary</p> <p>Articulating scientific concepts clearly and precisely</p> <p>Making their thinking clear, both to themselves and others</p> <p>Build secure foundations by using discussion to probe and remedy their misconceptions</p>
Knowledge and Understanding of the World (taken from The Ogden Trust - Making Physics Matter Planning)	<ol style="list-style-type: none"> 1. Archimedes takes Bath 2. Balloon Beards 3. Bobbing Apples 4. Bubble Bath Races 5. Bubble Snakes 6. Colour Clash 7. Crazy Colours 	<ol style="list-style-type: none"> 8. Dinosaur Discovery 9. Dissolving Discovery 10. Fizzing Candy Canes 11. Jelly Chopsticks 12. Jelly Towers 13. Lava Lamps 14. Lolly Stick Skyscraper 	<ol style="list-style-type: none"> 15. Magnetic Motors 16. Marble Run 17. Magic Snow 18. Milky Northern Lights 19. Mini Mallow Constellations 20. Mixing Materials Madness 	<ol style="list-style-type: none"> 21. Moon Marbles 22. Paper Clip Painting 23. Pendulum Painting 24. Pipe Cleaner Push and Pull 25. Playing with Paint 26. Pom-pom Push 	<ol style="list-style-type: none"> 27. Pretty Pennies 28. Sinking Eggs 29. Soggy Cereals 30. Space – The Final Frontier 31. Spider Webs 	<ol style="list-style-type: none"> 32. Stretchy Chocolate 33. Sticky Water 34. Super Sounds 35. Super Spaghetti 36. Tea for a Tiger 37. Terrific Tunes 38. Walking on Eggshells 39. Wonderful Wind
Science skills	<p>Getting to know the computer Digital microscope</p> <p>Working Scientifically Asking relevant questions and making careful observations about the natural world.</p>	<p>Simple paint programmes Digi-blue cameras</p> <p>Working Scientifically Asking relevant questions and making careful observations about the natural world.</p>	<p>Keyboard skills Look at technologies that different jobs require Digital microphones</p> <p>Working Scientifically Asking relevant questions and using different types of scientific enquiries to answer them</p>	<p>Design patterns on computer</p> <p>Working Scientifically Asking relevant questions and using different types of scientific enquiries to answer them</p>	<p>Keyboard skills</p> <p>Working Scientifically Asking relevant questions and using different types of scientific enquiries to answer them</p>	<p>Simple directional programmes Bee Bots</p> <p>Working Scientifically Asking relevant questions and using different types of scientific enquiries to answer them</p>
EAD (Using Bloomsbury Early Years Planning Ideas in italics from other sources)	<p>Self portraits Family line drawing IPad portraits Feelings masks</p>	<p><i>Leaf man</i> <i>Bonfire night collages/pictures/drawings</i> <i>Doily Pattern Fireworks</i> <i>Spiders webs</i> <i>Rangoli patterns (Sp/C)</i> <i>Diva lamps</i></p>	<p>Split pin astronaut Resist art Rocket model Tin foil stars Marbled planets</p>	<p>Observational drawing Moving caterpillars Wriggly Worms Woodlouse Weaving Snail on a Trail</p>	<p><i>Goldilocks hair/hat</i> <i>Making the Three Bears</i> <i>The Three Bears Cottage junk model</i></p>	<p><i>Painting a picture of People Who Help Us</i> <i>Lolly stick puppets</i> <i>People Who Help us junk model</i> <i>Taking photos of who we want to be when we grow up</i></p>

Physical Education	Practising dressing and undressing - Various opportunities practising putting coats on/in role play Learning how to land safely when jumping - Jumping from a standing position - Keeping two feet together - Jumping from a height Travel in different ways by: - Thinking about different ways of moving and travelling	Learning how to catch a ball by: - Thinking about positioning of feet when catching - Being ready to catch with hands in the correct position - Keeping our eyes on the ball - Throwing and catching various sized balls Walking up and down stairs using alternate feet - Playing follow my leader up and down stairs - Carrying a small object up stairs - Doing challenges (how many steps can you do in a timed amount) Travel in different ways by: - Thinking about different ways of moving and travelling	Develop to move freely and with confidence in a range of ways by: - Exploring different ways of moving Move to music by: - Listening to some music - Talking about ways we could move our bodies to represent the music Travel in different ways by: - Thinking about different ways of moving and travelling	Use the parachute by: - Looking at the parachute and how to use it - Listening to instructions about a game - Playing the game Travel in different ways by: - Thinking about different ways of moving and travelling	Develop athletic skills by: - Running at different speeds - Running in different directions - Jumping from a standing position - Keeping two feet together - Jumping over a fixed bar - Moving our bodies effectively to jump higher Travel in different ways by: - Thinking about different ways of moving and travelling	Balance a beanbag by: - Thinking about parts of our body that we could balance a beanbag - Balancing a beanbag on different parts of our body - Moving around while balancing the beanbag - Watching how to throw and catch a beanbag - Standing correctly - Watching the ball at all times - Throwing and catching a beanbag Travel in different ways by: - Thinking about different ways of moving and travelling
Religious Education Christianity Islam Sikhism	Beginnings CYCLE OF LIFE IDENTITY REMEMBERING Big Question: <i>What do different people believe about God?</i>	Places of Worship SACRED AUTHORITY WISDOM COMMUNITY IDENTITY Big Question: <i>What do different people believe about God?</i>	Journeys SACRED BELIEF HOPE Big Question: <i>How do faith communities demonstrate what is sacred?</i>	Special Books SACRED SPECIALNESS IDENTITY Big Question: <i>How do faith communities demonstrate what is sacred?</i>	Right and Wrong AUTHORITY WISDOM Big Question: <i>How do believers use symbolism to show their beliefs?</i>	Creation and the Environment CYCLE OF LIFE BELIEF HOPE Big Question: <i>How do believers use symbolism to show their beliefs?</i>
SMSC Topic Links Spiritual (Sp) Moral (M) Social (S) Cultural (C)	NEW BEGINNINGS: Belonging Self-Awareness Understanding Feelings Social Skills Rights and Responsibilities <u>SEAL focuses</u> I know that people in my group/class like me. (S) I like the ways we are all different and I can tell you something special about me. (S) I can tell if I am happy or sad. (Sp) I can let you know if I feel happy, excited, sad or scared. (Sp)	GETTING ON AND FALLING OUT: Friendship Working Together Managing Feelings Resolving Conflict <u>SEAL focuses</u> I can make up when I have fallen out with a friend. (S) I can think of ways to sort things out when we don't agree. (S) I can express my feelings when I am angry. (Sp) I can make myself feel better when I am angry. (Sp)	GOING FOR GOALS: Knowing Ourselves Setting Realistic Goals Planning to Meet a Goal Persistence <u>SEAL focuses</u> I know that we are all good at different things. (S) I can say what I am going to do next. (Sp) I can tell you what I like doing and learning. (Sp) I can tell you what I have done and the things that worked well. (Sp)	GOOD TO BE ME: Knowing Ourselves Understanding and Managing Feelings Standing up for Ourselves <u>SEAL focuses</u> I can say and show you when I am feeling good and happy. (Sp) I can tell you the things I like doing and the things I don't like doing. (Sp)	RELATIONSHIPS: Understanding and Managing Feelings Understanding the Feelings of Others Making Choices <u>SEAL focuses</u> I can tell you what is fair and unfair. (M) I can tell you how it feels when things are unfair. (Sp M) I can tell you when I think things are fair or unfair. (Sp) I know some ways I can make things fair. (M)	CHANGES: Knowing Ourselves Understanding the Feelings of Others Making Choices <u>SEAL focuses</u> I can tell you what I can do now that I couldn't do when I started school/nursery. (Sp) I can tell you how I have changed. (Sp) I can remember feelings I have had, and why I felt like that. (Sp) I can sometimes tell you how change makes me feel. (Sp)

<p>British Values - Democracy (D)</p> <p>Rule of Law (RL)</p> <p>Individual Liberty (IL)</p> <p>Mutual Respect and Tolerance of those with Different Faiths and Beliefs (MRT)</p>	<p>D- Everyone has the same chance to succeed in The Olympic Games. How can we effectively work as a team in our own sporting achievements in school?</p> <p>RL- Athletes and competitors must follow the same rules to ensure fairness and equality. Are there any ways that athletes could be disadvantaged e.g. fasting?</p> <p>IL-Are athletes who live with a different time zone to that of the games, disadvantaged when competing?</p> <p>MRT-Should athletes postpone fasting to compete in an event or should they continue?</p>	<p>D- Is it fair that all the meat in McDonald’s products is not halal whereas all the chicken in KFC is halal?</p> <p>RL-Should companies make sure that British foods grown in the UK are the first to be stocked in shops rather than food from overseas?</p> <p>IL- How can people create their own recipes and dishes? What can this tell us about a specific culture and/or community?</p> <p>MRT- Diets are diverse across the world, and some food originates from religious beliefs and holy sacraments. How does sharing food together help us learn about different cultures and religions?</p>	<p>D- Why do some countries invade other countries?</p> <p>RL- How are the rules and regulations different now compared with the early settlers’ communities and cultures?</p> <p>IL- How would you feel if you were faced with a number system you couldn’t understand?</p> <p>MRT- How have our beliefs about science and geography changed over time?</p>	<p>D- There are various currencies in the world. Would it be easier to have one currency that is used in every country?</p> <p>RL- When visiting another country should you adhere to their clothing requirements or wear what you want as a tourist?</p> <p>IL- How can we share and listen to experiences of others from other countries?</p> <p>MRT- Compare and contrasts cultures, attitudes and ways of life between Eastern and Western.</p>	<p>D-Everyone has the right to express their opinions, point of views and creative ideas through reading, storytelling and writing.</p> <p>RL- What are your views about the laws of copyright?</p> <p>IL- Why should every writer have the opportunity to freedom of expression?</p> <p>MRT- Why should we respect other people’s experiences and viewpoints in books?</p>	<p>D- Not everyone has access to the same types of technology. How could we share knowledge and resources across the world more fairly?</p> <p>RL- Why should anyone make all their personal details available for anyone to look at online?</p> <p>IL- If you were an inventor, how would you prepare to try persuade other people to buy your products?</p> <p>MRT- How can communication technology as well as arts and media technology help us learn about other cultures and customs?</p>
<p>Themed Homework</p>	<p>Inspirational People</p>	<p>Anti –Bullying Week Science</p>	<p>Safer Internet Day</p>	<p>World Book Day</p>	<p>Mathematics</p>	
<p>501 ‘Must Read Books’ Before Leaving Bankfoot Primary</p> <p>Reception 4+ years</p> <p>78 Books</p>	<p>The Quangle Wangle’s Hat <i>Edward Lear</i></p> <p>Mother Goose <i>Kate Greenaway</i></p> <p>Marigold Garden <i>Kate Greenaway</i></p> <p>The Jolly Aunt <i>Lothar Meggendorfer</i></p> <p>Peter in Blueberry Land <i>Elsa Beskow</i></p> <p>The Tale of Jemima Puddle-Duck <i>Beatrix Potter</i></p> <p>Clever Bill <i>William Nicholson</i></p> <p>Winnie the Pooh <i>A.A.Milne</i></p> <p>The Story of Babar <i>Jean de Brunhoff</i></p> <p>Angelina Ballerina <i>Katharine Holabird</i></p> <p>Hairy Maclary from The Donaldson’s Dairy <i>Lynley Dodd</i></p> <p>Aaargh Spider! <i>Lydia Monks</i></p> <p>Luther’s Surprise Disguise <i>Cari Meister</i></p> <p>Hello Lulu <i>Caroline Uff</i></p>	<p>The Tale of Peter Rabbit <i>Beatrix Potter</i></p> <p>Blinky Bill <i>Dorothy Wall</i></p> <p>The Story of Ferdinand <i>Munro Leaf</i></p> <p>Little Toot <i>Hardie Gramatky</i></p> <p>Madeline <i>Ludwig Bemelmans</i></p> <p>Mike Mulligan <i>Virginia Lee Burton</i></p> <p>Curious George <i>Margaret Rey</i></p> <p>Gorilla <i>Anthony Browne</i></p> <p>Old Bear <i>Jane Hissey</i></p> <p>Fire engine is flashing <i>Mandy Archer</i></p> <p>When Witches’ Wands Won’t Work <i>Poly Bernatene</i></p> <p>Ten Wriggly, wiggly Caterpillars <i>Debbie Tarbett</i></p> <p>The Snail and the Whale <i>Julia Donaldson</i></p>	<p>The Tale of Jeremy Fisher <i>Beatrix Potter</i></p> <p>Orlando <i>Kathleen Hale</i></p> <p>The Little House <i>Virginia Lee Burton</i></p> <p>The Little Red Lighthouse <i>Hildegarde H. Swift</i></p> <p>Eloise <i>Kay Thompson</i></p> <p>Harry The Dirty Dog <i>Gene Zion</i></p> <p>Avocado Baby <i>John Burningham</i></p> <p>Owl Moon <i>Jane Yolen</i></p> <p>Stanley’s Sticks <i>Neal Layton</i></p> <p>A Friend for Little Bear <i>Harry Horse</i></p> <p>Open Very Carefully <i>Nick Bromley</i></p> <p>Find Anthony Ant <i>Lorna Philpot</i></p> <p>A Snowflake fell <i>Laura Whipple</i></p>	<p>The Story of the Root Children <i>Sibylle von Olfers</i></p> <p>Moomin, Mymble and Little My <i>Tove Jansson</i></p> <p>My Naughty Little Sister <i>Dorothy Edwards</i></p> <p>The Cat in the Hat <i>Dr Seuss</i></p> <p>A Bear Called Paddington <i>Michael Bond</i></p> <p>Green Eggs and Ham <i>Dr Seuss</i></p> <p>The Berenstain Bears series <i>Stan and Jan Berenstain</i></p> <p>Mr Archimedes’ Bath <i>Pamela Allan</i></p> <p>Winnie the Witch <i>Valerie Thomas</i></p> <p>Yuck! That’s Not a Monster! <i>Angela McAllister</i></p> <p>Little Teddy Left Behind <i>Anne Mangan</i></p> <p>Fix it Duck <i>Jez Alborough</i></p>	<p>The Children in the Forest <i>Elsa Beskow</i></p> <p>Martine <i>Gilbert Delahaye</i></p> <p>Little Blue and Little Yellow <i>Leo Lionni</i></p> <p>Ivor the Engine <i>Oliver Postgate</i></p> <p>Clifford the Big Red Dog <i>Norman Bridwell</i></p> <p>Mr Tickle <i>Roger Hargreaves</i></p> <p>Can’t You Sleep Little Bear <i>Martin Waddell</i></p> <p>Jasper’s Beanstalk <i>Nick Butterworth</i></p> <p>Goodnight Sleepy Babies <i>Janet Bingham</i></p> <p>Is it bedtime Wiggly Pig? <i>Mick Inkpen</i></p> <p>Toffee’s Night Noises <i>Sally Chambers</i></p> <p>That’s Not My Puppy... <i>Fiona Watt</i></p> <p>Something Beginning With Blue <i>Sally Symes</i></p>	<p>The Story about Ping <i>Marjorie Flack</i></p> <p>The Cow Who Fell in the Canal <i>Phyllis Krasilovsky</i></p> <p>Go, Dog Go <i>P.D.Eastman</i></p> <p>Lyle, Lyle Crocodile <i>Bernard Waber</i></p> <p>The Sea-Thing Child <i>Russell Hoban</i></p> <p>My Cat Likes to hide in Boxes <i>Eve Sutton</i></p> <p>Burglar Bill <i>Allan Ahlberg</i></p> <p>The Snowman <i>Raymond Briggs</i></p> <p>One Snowy Night <i>Nick Butterworth</i></p> <p>Tanka Tanka Skunk <i>Steve Webb</i></p> <p>The Huge Bag of Worries <i>Virginia Ironside</i></p> <p>Silly Billy <i>Anthony Browne</i></p> <p>Call Me Gorgeous <i>Giles Milton</i></p>

101 'Things to do' before leaving Bankfoot Primary School	Use a knife and fork	Play a part in an assembly	Build a snowman Snowballing, sledging Play in the rain/snow	Decorate an egg	Dance with friends	Sing
Parent sessions	Encouraging your child to be independent	Phonics/teaching children to read/Read Write Inc	Exploring Maths through play	Explaining the Early Years Curriculum – GLD - Learning journeys – parental questionnaire		Questioning your child to support their learning