|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| North Walkden Primary School | **Autumn 1****Marvellous me** | **Autumn 2****Let’s celebrate** | **Spring 1****Terrific transport** | **Spring 2****Food for thought** | **Summer 1****Fun in the sun** | **Summer 2****Down on the farm** |
| **Key****Texts** | Marvellous me – Lisa BullardHello world, my bodyIn every house on every street – Jess HitchmanFamilies, families, families – Suzanne LangThis is how we keep healthy | The Rabbit, The Dark and the Biscuit Tin Aliens Love Underpants Peace at Last Not Now Bernard We All Celebrate Night of the Moon: A Muslim Holiday Story A Christmas Story Non-fiction texts- Celebrations | The Runaway Train Bunnies in a Boat Mae Jemison I Love Chinese New Year ( Feb 10th) Dig, Dig, Digger! Non-fiction texts- Transport | Kitchen Disco Ready for Spaghetti Daisy Eat Your Peas How Do You Make a Rainbow? The Easter Story Non-fiction texts- Food | Shark In The Park! Building a Home Oh No, George! Above and Below: Sea and Shore Look What I Found at the Seaside Non-fiction texts - Seaside | National Trust: Look What I Found on the Farm Poo in the Zoo Yes You Can, Cow! Superworm Non – fiction texts - farmyard |
| **Nursery Rhymes** | **2/3-word sentences/ slower paced rhymes**Humpty dumpty Baa baa black sheep Twinkle, twinkle, little star Row, row, row your boatRain, rain go away Pat a cake Little Miss muffet Star light star bright Jack and Jill Polly put the kettle on | **Action songs**Brush your teeth Head, Shoulders, knees and toes. If you’re happy and you know it. Sleeping bunnies Wind the bobbin up | **Rhymes containing longer sentences**The grand old duke of York This little piggy went to market The bear went over the mountain Down in the jungle Incy wincy spider I’m a little teapot The wheels on the bus Old McDonald had a farm Miss Polly had a dolly. | **Counting songs**5 little speckled frogs 5 little ducks 5 little men in a flying saucer 1,2,3,4,5 once I caught fish alive Two little dickie birds Three blind mice Five current buns 5 little monkeys jumping on the bed One finger, one thumb |
| **Themes***NB: These themes may be adapted at various points to allow for chidren’s interests to flow through the provision* | Transition/settling in/getting to know meMy bodyMy houseMy familyHealthy meAutumn | HalloweenRemembrance DayFire safetyRoad safetyBonfire nightChristmasContinue with autumn | Chinese new yearEmergency vehiclesVehicles on waterLorries/delivery trucksAir vehiclesVehicles at a building siteVehicles in a park – scooter, pram, roller-skates, bike | Food linked to different cultures (link to children in class)Food we can growHealthy foodSpring | WeatherWhat to wearHolidaysSummerStaying safe in the sun | Farm animalsZoo animalsUnderwater animalsMini beasts  |
| **Possible ‘WOW’ moments and enrichment events** | **Autumn walk**Black history monthHarvest Diwali – Indian food tastingVisiting zoo – conservation weekMeeting school staffWalk round school | Breakfast with Father ChristmasNativity performanceRemembrance dayVisit from fire brigadeToasting marshmallowsChildren in needAnti-bullying weekRoad safety - Walk to post box to post letters to Santa | Chinese new year Pancake day Emergency vehicle drop in | Chick eggsButterfliesWorld book dayPlanting seeds to grow cressEaster timeMother’s day | Sports dayFather’s dayPicnic in the park | Farm visitBug hunt |
| North Walkden Primary School | **Autumn 1****Marvellous me** | **Autumn 2****Let’s celebrate** | **Spring 1****Terrific transport** | **Spring 2****Food for thought** | **Summer 1****Fun in the sun** | **Summer 2****Down on the farm** |
| **Characteristics of effective learning** | **Playing and exploring**: - Children investigate and experience things, and ‘have a go’. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning **Active learning:** - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence. **Creating and thinking critically:** - Children develop their own ideas and make links between these ideas and develop strategies for doing things. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.**Unique Child:** Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured. **Positive Relationships:** Children learn to be strong and independent through positive relationships. **Enabling environments:** Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers. **Learning and Development:** Children develop and learn at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND) **PLAY:** At North Walkden Primary School, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of ‘Learning through play. PLAY is essential for children’s development across all areas. Play builds on children’s confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.’**We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.** |
| North Walkden Primary School | **Autumn 1****Marvellous me** | **Autumn 2****Let’s celebrate** | **Spring 1****Terrific transport** | **Spring 2****Food for thought** | **Summer 1****Fun in the sun** | **Summer 2****Down on the farm** |
| **Parental involvement**  | Staggered Start Wow Moments Stay and playParents Welcome Meeting  | Wow Moments Nativity Production Parents Evening Occupations Visitors | Wow Moments Stay and Play Parents Evening Library TripsEmergency services parents visit/talk | Wow Moments Parents to come talk/cook different food/cultures | Wow Moments Look how far we have come! Class trip  | Wow Moments Parents Book Look Sport’s DayClass trip |
| **Evidence Me** | We use ‘Evidence Me’ to begin to build a positive relationship with adults as soon as we can. Once the children begin school in September, we use ‘Evidence Me’ to share messages and photographs with parents, especially to build a supportive relationship as children settle into their new class. Each week the Reception Round-Up is posted which includes a message to parents regarding what children have learnt during the week and what is planned for the following week, this is accompanied by lots of photographs of the children from the week. |
|  | We recognise that parents are children’s first and most enduring educators and we value the contribution they make and their future role, in educating the children. We do this through: • an effective and comprehensive transition period to support children and their families; • ensuring all parents know that their child’s teacher and teaching assistant are their key workers; • parent workshops to help parents understand how they can support their child’s learning; • arranging a range of activities throughout the year that encourage collaboration between child, school and parents: home learning activities, school events, productions/assemblies, school visits;• the use of ‘Evidence Me’ as an online journal to share children’s learning and achievements with parents; • providing parents an opportunity to celebrate their child’s learning and development by completing “wow” moments and adding them to the online learning journal which inform planning and provision; • Encouraging parents to talk to the child’s teacher if there are any concerns. There is a formal meeting for parents twice a year at which the teacher and the parent discuss the child’s progress together. Parents receive a report on their child’s attainment and progress each school year; • providing each child with a reading log that goes home with them every day with comments on progress and next steps and parents are encouraged to make positive comments on their child’s reading at home. We also send Learning Logs home weekly with a mission to be completed linked to children’s learning that week so parents can be involved in understanding what their child is learning. It is important for parents and early year’s settings to have a strong and respectful partnership. This sets the scene for children to thrive in the early years. |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| North Walkden Primary School | **Autumn 1****Marvellous me** | **Autumn 2****Let’s celebrate** | **Spring 1****Terrific transport** | **Spring 2****Food for thought** | **Summer 1****Fun in the sun** | **Summer 2****Down on the farm** |
| **Communication and language** | I know how to use talk with familiar adults and peers creating sentences in their playI know how to follow instructionsI know how to answer questions (what, who, where, when) | I know how to use short sentences to explainI know how to listen to stories and songs with interest and engagementI know how to use a wide range of words appropriately an | I know how to join in with familiar stories and rhymesI know how to use different vocabulary including scientific and linked to storiesI know how to show understanding of ‘why’ questions | I know how to respond appropriately when questionedI know how to pose my own simple questions to find out moreI know how to use developed vocabularyI know how to join in and recall stories with repetition | I know how to take turns to speak in a conversation I know how to explore the use of conjunctions to connect ideas I know how to use language to explain, retell, describe | I know how to respond to a range of question types- particularly link to ‘why’ questions I know how to express a point of view I know how to develop a wide ranging vocabulary- scientific and descriptive |
| **Personal, social and emotional development**  | I know school’s rules and responsibilities I know about healthy lifestyles (inc teeth, food, exercise) | I know how to be a good friend I know how to work with a peer and build play I know how to contribute to a sense of community | I know how to use my independence I know how to select and use resources I know how to show more confidence in new social situations | I know the names of feelings I know how to manage my personal hygiene in terms of hand washing, toileting etc. | I know how others are feeling I know how to follow rules | I know how to maintain relationships and friendships I know ways to solve conflicts and rivalries |
| **Physical development** | I know how to use fundamental movement skills e.g. run, jump hopI know how to use my core muscle strength to achieve good posture (start to develop handwriting posture) | I know my dominant hand and can use it for pencil control | I know how to negotiate space and obstacles safelyI know how to use different movement styles to match situations e.g. crawling through tunnels etc.I know how to use a range of tools effectively including pencils and scissors | I know how to use strength, balance and co-ordination and experiment and use different ways of moving- bikes/ scooters etc. | I know how to use different ways of movingI know how to make large scale movements and balanceI know how to use one handed tools and equipment | I know how to use a range of small tools effectively- drawing with accuracyI know the skills needed to get through the school day e.g. lining upI know how to use a comfortable pencil grip |
| **Literacy** | RWI Nursery PhonicsI know how to mark make through gross motor movementsI know how to join in with stories, rhymes and songs | RWI Nursery PhonicsI know how to use stories and retelling in my playI know how to sequence and retell storiesI know print has a purpose | RWI Nursery PhonicsI know how to use fine motor skillsI know how to air write letters I have been taught | RWI Nursery PhonicsI know how to use story vocabulary in playI know some of the letters of my name and familiar others e.g. m for mumI know how to use my fine motor skills to mark make | RWI Nursery Phonics strong focus on segmenting and blending orallyI know the initial sound in some wordsI know some words which rhymeI know how to use emergent writing in my playI know how to use acquired and new vocabularyI know how to write some letters from my name | RWI Nursery Phonicsstrong focus on segmenting and blending orallyI know the initial sound in some wordsI know some words which rhymeI know how to use emergent writing in my playI know how to sequence events and retell storiesI know how to and can attempt to write my name |
| **Mathematics** | I know how to subitise up to 2I know numbers past 5I know how to make comparisons between objects- size, length, weight and capacityI know how to use shapes for building thinking about their properties e.g. flat sides for stackingI know how to spot patterns and talk about them e.g. stripes on a scarf | I know how to experiment with their own symbols and marksI know numerals and amounts to 3I know how to count to 3 I know how to use shapes for building thinking about their properties e.g. flat sides for stackingI know how to describe familiar routesI know how to discuss routes and locations positional language | I know how to make comparisons between objects related to size, height and lengthI know compare capacityI know how to make comparisons between quantitiesI know to say one number name for each itemI know you can see 3 in different ways (through different manipulatives e.g. 3 sticks as a row/ triangle/ on top of each other) and recognise it without counting | I know how to use patterns- use patterned story The Train Ride- to retell simple storiesI know how to create and extend ABAB patternsI know how to combine shapes to make new ones e.g. a bridge/ arch, bigger square, etc.I know ‘finger’ numbers to 5 | I know how to count, order, recognise and use numbers to 5I know how to subitise up to 3 objects (recognise up to 3 objects quickly without counting)I know how to make comparisons between objects- 2D and 3D shapes (using informal vocab e.g. sides, straight, round, flat) | I know how to solve real world problemsI know the language or more and fewerI know how to experiment with own symbols and marksI know how to identify, explain, continue and create patternsI know how to sequence events using time language e.g. first, next, then |
| **Understanding the world** | I know the names of different occupationsI know how to talk about what they see using a wide vocabulary | I know how to differences between people and use positive language to discuss these | I know how things work and why things happenI know that there are different countries in the world and talk about photos or their experiences | I know how to plant seeds and care for growing plantsI know the key features of the life cycle of a plantI know how to use all my senses in hands on exploration of natural materials | I know how to use all my senses in hands on exploration of natural materialsI know how to use all my senses in hands on exploration of natural materials | I know the key features of the life cycle of an animalI know the need to respect and care for the natural environment and all living things |
| **Expressive arts and design** | I know how to explore the use of colour and designI know how to explore tools and their usesI know colours have names | I know how to invent and adapt stories through their role play and small world playI know and sing entire songsI know colours can be mixed to create other colours | I know how to use props and materials in the role play area to re-create well known storiesI know and perform songs and stories and pitch match songsI know how to draw with accuracyI know tools have a purpose and I select them carefully | I know how to create my own designs and select materialsI know how to adapt designsI know how to join materials together | I know how to perform and create poems, songs and stories and play instrumentsI know how to invent and adapt stories through their role play and small world playI know how to use the textures of materials in my designs | I know how to use of a range of toolsI know my personal preferences for designI know why I have used selected materials and tools in my designsI know how to use pencil and tool control to create complex and detailed pictureConsolidation and depth of skills and knowledge |



