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| 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 Bullard  Hello world, my body  In every house on every street – Jess Hitchman  Families, families, families – Suzanne Lang  This 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 boat  Rain, 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 me  My body  My house  My family  Healthy me  Autumn | | | Halloween  Remembrance Day  Fire safety  Road safety  Bonfire night  Christmas  Continue with autumn | | Chinese new year  Emergency vehicles  Vehicles on water  Lorries/delivery trucks  Air vehicles  Vehicles at a building site  Vehicles in a park – scooter, pram, roller-skates, bike | | Food linked to different cultures (link to children in class)  Food we can grow  Healthy food  Spring | | Weather  What to wear  Holidays  Summer  Staying safe in the sun | Farm animals  Zoo animals  Underwater animals  Mini beasts | | |
| **Possible ‘WOW’ moments and enrichment events** | **Autumn walk**  Black history month  Harvest  Diwali – Indian food tasting  Visiting zoo – conservation week  Meeting school staff  Walk round school | | Breakfast with Father Christmas  Nativity performance  Remembrance day  Visit from fire brigade  Toasting marshmallows  Children in need  Anti-bullying week  Road safety - Walk to post box to post letters to Santa | | | Chinese new year  Pancake day  Emergency vehicle drop in | | | Chick eggs  Butterflies  World book day  Planting seeds to grow cress  Easter time  Mother’s day | Sports day  Father’s day  Picnic in the park | | Farm visit  Bug hunt | |
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| **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.** | | | | | | | | | | | | |
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| **Parental involvement** | Staggered Start  Wow Moments  Stay and play  Parents Welcome Meeting | Wow Moments  Nativity Production  Parents Evening  Occupations Visitors | | | | Wow Moments  Stay and Play  Parents Evening  Library Trips  Emergency 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 Day  Class 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. | | | | | | | | | | | | |

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| **Communication and language** | I know how to use talk with familiar adults and peers creating sentences in their play  I know how to follow instructions  I know how to answer questions (what, who, where, when) | I know how to use short sentences to explain  I know how to listen to stories and songs with interest and engagement  I know how to use a wide range of words appropriately an | I know how to join in with familiar stories and rhymes  I know how to use different vocabulary including scientific and linked to stories  I know how to show understanding of ‘why’ questions | I know how to respond appropriately when questioned  I know how to pose my own simple questions to find out more  I know how to use developed vocabulary  I 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 hop  I 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 safely  I 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 moving  I know how to make large scale movements and balance  I know how to use one handed tools and equipment | I know how to use a range of small tools effectively- drawing with accuracy  I know the skills needed to get through the school day e.g. lining up  I know how to use a comfortable pencil grip |
| **Literacy** | RWI Nursery Phonics  I know how to mark make through gross motor movements  I know how to join in with stories, rhymes and songs | RWI Nursery Phonics  I know how to use stories and retelling in my play  I know how to sequence and retell stories  I know print has a purpose | RWI Nursery Phonics  I know how to use fine motor skills  I know how to air write letters I have been taught | RWI Nursery Phonics  I know how to use story vocabulary in play  I know some of the letters of my name and familiar others e.g. m for mum  I know how to use my fine motor skills to mark make | | RWI Nursery Phonics strong focus on segmenting and blending orally  I know the initial sound in some words  I know some words which rhyme  I know how to use emergent writing in my play  I know how to use acquired and new vocabulary  I know how to write some letters from my name | RWI Nursery Phonicsstrong focus on segmenting and blending orally  I know the initial sound in some words  I know some words which rhyme  I know how to use emergent writing in my play  I know how to sequence events and retell stories  I know how to and can attempt to write my name |
| **Mathematics** | I know how to subitise up to 2  I know numbers past 5  I know how to make comparisons between objects- size, length, weight and capacity  I know how to use shapes for building thinking about their properties e.g. flat sides for stacking  I 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 marks  I know numerals and amounts to 3  I know how to count to 3 I know how to use shapes for building thinking about their properties e.g. flat sides for stacking  I know how to describe familiar routes  I know how to discuss routes and locations positional language | I know how to make comparisons between objects related to size, height and length  I know compare capacity  I know how to make comparisons between quantities  I know to say one number name for each item  I 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 stories  I know how to create and extend ABAB patterns  I 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 5  I 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 problems  I know the language or more and fewer  I know how to experiment with own symbols and marks  I know how to identify, explain, continue and create patterns  I know how to sequence events using time language e.g. first, next, then |
| **Understanding the world** | I know the names of different occupations  I 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 happen  I 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 plants  I know the key features of the life cycle of a plant  I 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 materials  I 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 animal  I 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 design  I know how to explore tools and their uses  I know colours have names | I know how to invent and adapt stories through their role play and small world play  I know and sing entire songs  I 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 stories  I know and perform songs and stories and pitch match songs  I know how to draw with accuracy  I know tools have a purpose and I select them carefully | I know how to create my own designs and select materials  I know how to adapt designs  I know how to join materials together | | I know how to perform and create poems, songs and stories and play instruments  I know how to invent and adapt stories through their role play and small world play  I know how to use the textures of materials in my designs | I know how to use of a range of tools  I know my personal preferences for design  I know why I have used selected materials and tools in my designs  I know how to use pencil and tool control to create complex and detailed picture  Consolidation and depth of skills and knowledge |



