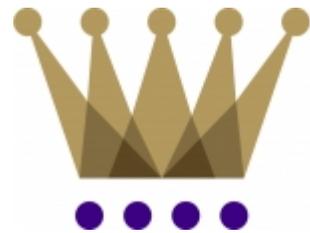


All-through Curriculum



Ark Kings
Academy



EYFS

Curriculum Overview

In play, a child is always above his average age, above his daily behaviour; in play, it is as though he were a head taller than himself.

Lev Vygotsky

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Curriculum Intent

At Ark Kings our curriculum has been designed to ensure pupils converse with confidence, read with rigour and know and remember more about the world. We do this through prioritising language acquisition, vocabulary development and reading within every subject. In the Early Years Foundation Stage (EYFS) we expose children to fascinating experiences, complex vocabulary and essential skills through high quality adult led input and play, as well as selecting a rich variety of reading texts to support them in developing their understanding of the world and critical skills. Learning is planned in accordance with the developmental stages of the children, introducing more complex skills as they

“Children should be able to do their own experimenting and their own research. Teachers, of course, can guide them by providing appropriate materials, but the essential thing is that in order for a child to understand something, he must construct it himself, he must re-invent it. Every time we teach a child something, we keep him from inventing it himself. On the other hand that which we allow him to discover by himself will remain with him visibly for the rest of his life.”

Jean Piaget

develop. The learning environment is carefully considered and planned to ensure that it stimulates and encourages child led learning.

We also endeavour to enable children to make their own independent choices, empowering them to conduct their own investigations and create their own ideas. This pedagogy encourages children to take ownership of their learning, creating a growth mindset, promoting curiosity and developing the characteristics of effective learning. This will ensure children are able to become enthusiastic and engaged life long learners.

The concept of community is also an essential aspect of our EYFS curriculum, we encourage children to share their own beliefs, practices and family experiences and develop strong relationships with children and their families through sessions with families in school, home visits and opportunities for parents to stay and play with their child. We encourage children to discover the similarities and differences between themselves and others and engage in a variety of cultural experiences throughout the school year.

“What a child can do with assistance today, she will be able to do by herself tomorrow”.

Lev Vygotsky

Our Aims:

- To create confident, independent learners who are willing to take risks, learn from their mistakes and persist in the face of challenges.
- For children to have developed positive, warm relationships with others, developing their sense of well-being and fostering a feeling of belonging within our community and an awareness and respect of the wider global community and British Values.
- To inspire children to be curious about the world, objects, literature and people around them.

Our Cultural Calendar

We engage in a variety of events and celebrations throughout the year to expose children to different cultures, beliefs and experiences. This links to their learning in the “**Early Years Statutory Framework**” by developing the areas of **Personal, Social and Emotional Development** and **Understanding of the World**.

Event	Date/Term	Enrichment
International Day for the Elderly	1 st October (Autumn 1)	Children bring in and share photo of their grandparents, make a gift for them.
World Mental Health Day	10 th October (Autumn 1)	Activities to promote PSED in school.
Halloween	31 st October (Autumn 2)	Children get to explore the insides of pumpkins and carve peppers.
Diwali	4 th November (Autumn 2)	Create own diva cups using clay.
Bonfire Night	5 th November (Autumn 2)	Children get to observe (Nursery) or use (Reception) Sparklers.
Children in Need	18 th November (Autumn 2)	Children encouraged to raise money for charity.
Christmas	End of Autumn 2	Nativity. Christmas Fair.
Chinese New Year	1 st February (Spring 1)	Create our own dragon and stage a parade.
International Mother Language Day	21 st February (Spring 1)	Children to share nursery rhymes and stories in home languages.
Pancake Day	1 st March (Spring 1)	Children make their own pancakes.
World Book Day	3 rd March (Spring 2)	Children dress up as their favourite book characters and engage in activities to encourage reading.
British Science Week	11-20 th March (Spring 2)	Children engage in a variety of science experiments at school.
Red Nose Day	13 th March (Spring 2)	Children encouraged to raise money for charity.
Holi	18 th March (Spring 2)	
Mothering Sunday	27 th March (Spring 2)	Children create mother’s day cards.
Ramadan (starts)	2 nd April (Spring 2)	
Easter	17 th April (Spring 2)	Children go on Easter egg hunt.
National Gardening Week	25 th April – 1 st of May (Summer 1)	Children get to grow their own plants.
Eid	2/3 rd May (Summer 1)	Children have an Eid party at school.
World Environment Day	5 th June (Summer 2)	Junk Modelling project.
Father’s Day	19 th June (Summer 2)	Children create father’s day cards.

Curriculum Content

Topic

Our topic curriculum is planned to target all areas of the **Early Years Statutory Framework**. We use the **Early Excellence Assessment Tracker** to ensure children are progressing according to their developmental age and use the different age bands to guide curriculum planning. The topic curriculum is also carefully linked to the wider curriculum taught in Key Stage One and Two. The key skills or themes of the **History**, **Geography** and **Science** curriculum as taught throughout the school are outlined below.

History	Geography	Science
<p>Key Themes: Sustainability, belonging, technological advancement, social justice, empire.</p> <p>Key Skills: Chronological Knowledge and Understanding Historical Terms, Knowledge and interpretation Historical enquiry (Using Evidence and Communicating Ideas), Interpretations of History. Continuity and Change, Cause and Consequence, Similarity/Difference, Significance.</p>	<p>Key Skills: Locational Knowledge Place Knowledge Human and physical geography Geographical skills and fieldwork</p>	<p>Key Skills: Working Scientifically</p> <p>Biology: Plants Living things and their habitats Animals, including humans Evolution and inheritance</p> <p>Physics: Seasons Light Sound Earth and space Electricity Forces and magnets</p> <p>Chemistry: Materials and states of matter Rocks</p>

Overview of Nursery Topic and Curriculum Links

Topic	Overview of the Topic	EEXAT Developmental Milestone	COEL	Science	History	Geography
Autumn 1 What makes me special?	Children investigate what it means to be them and what makes them and their families special.	37-42 Months: Self-Regulation, Managing Self, Building Relationships, Listening and Attention (i), Listening and Attention (ii), Understanding (i), Understanding (ii), Speaking (i), Speaking (ii), Comprehension, Writing (i), Writing (ii), People, Culture and Communities, Past and Present, Creating with Materials, Being Imaginative and Expressive.	Representing Experiences. Concentration.	Key Skill: Working scientifically.	Key Skills: Chronological understanding, Historical Enquiry.	N/A.
Autumn 2 What can I do with my body?	Children investigate their bodies and what the different parts of their bodies are for. They discover how they can look after and keep themselves healthy.	37-42 Months: Self-Regulation, Managing Self, Building Relationships, Listening and Attention (i), Listening and Attention (ii), Understanding (i), Understanding (ii), Speaking (i), Speaking (ii), Comprehension, Writing (i), Writing (ii), People, Culture and Communities, Creating with Materials, Being Imaginative and Expressive, Fine Motor, Gross Motor.	Taking Risks Sense of Achievement. Review. Making Links. Persistence.	Biology: Living things and their habitats. Animals, including humans. Evolution and inheritance. Physics: Light. Sound. Key Skills: Working Scientifically.	Key Skills: Similarity/Difference, Continuity and Change, Cause and Consequence. Key Theme: Sustainability.	N/A.
Spring 1 Does everyone live in a house?	Children are encouraged to describe their own home. Explore different homes around the world, homes in their own country and animals homes.	43-48 Months: Building Relationships, Listening and Attention (ii), Understanding (i), Understanding (ii), Speaking (i), Speaking (ii), Fine Motor, Comprehension, Writing (ii), Numerical Patterns (ii). Past and Present, People, Culture and Communities, Creating with Materials, Being Imaginative and Expressive.	Having Own Ideas. Curiosity. Making Links.	Biology: Living things and their habitats, Physics: Electricity. Chemistry: Materials and States of Matter.	Key Themes: Belonging. Empire. Sustainability. Key Skills: Historical Enquiry, Similarity/Difference.	Human and physical geography, Place Knowledge.
Spring 2 What will I do when I grow up?	Children will consider what it was like to be a baby, contribute their own ideas and be exposed to new ideas regarding what they can do when they grow up.	43-48 Months: Building Relationships, Listening and Attention (ii), Understanding (i), Understanding (ii), Speaking (i), Speaking (ii), Fine Motor, Gross Motor, Comprehension, Writing (i) Writing (ii), Numerical Patterns (ii). Past and Present, People, Culture and Communities, Creating with Materials, Being Imaginative and Expressive.	Curiosity. Representing Experiences. Concentration. Having Own Ideas.	Biology: Living things and their habitats Animals, including humans Evolution and inheritance	Key Skills: Chronological Knowledge and Understanding, Continuity and Change, Cause and Consequence.	Human and physical geography, Geographical skills and fieldwork
Summer 1 What will I find outside?	Children are encouraged to investigate their local area, gardens, insects and features and creatures they may find in their own country.	49-54 Months: Self-Regulation, Managing Self, Listening and Attention (i), Understanding (i), Understanding (ii), Speaking (i), Speaking (ii), Fine Motor, Gross Motor, Writing (i), Writing (ii), Numerical Patterns (ii), The Natural World, Creating with Materials, Being Imaginative and Expressive.	Making Links. Taking Risks Concentration. Having Own Ideas. Curiosity.	Key Skills: Working Scientifically Biology: Plants, Living things and their habitats, Animals, including humans. Physics: Seasons, Light, Sound, Earth and space Chemistry: Materials and states of matter, Rocks.	Key Skills: Continuity and Change, Cause and Consequence. Similarity/Difference. Key Theme: Sustainability.	Locational Knowledge Place Knowledge Human and physical geography Geographical skills and fieldwork.
Summer 2 Can you make it work?	Children explore and investigate how different machines work. They are encouraged to make their own predictions and construct their own ideas.	49-54 Months: Self-Regulation, Managing Self, Listening and Attention (i), Understanding (i), Understanding (ii), Speaking (i), Speaking (ii), Fine Motor, Gross Motor, Writing (i), Writing (ii), Numerical Patterns (ii), Past and Present, Creating with Materials, Being Imaginative and Expressive.	Taking Risks Sense of Achievement. Review. Making Links. Persistence. Curiosity. Concentration. Having Own Ideas.	Key Skills: Working Scientifically Physics: Seasons, Light, Sound, Electricity, Forces and Magnets. Chemistry: Materials and states of matter.	Key Skills: Continuity and Change, Cause and Consequence. Similarity/Difference. Historical Enquiry. Key Theme: Technological Advancement.	Human and Physical Geography. Place Knowledge.

Nursery Key Topic Texts

Topic	Key Texts
Autumn 1 - What makes me special?	My Grandpa, Love Makes A Family, Can I build another me? The Family Book. Wilfrid Gordon McDonald Partridge.
Autumn 2 - What can I do with my body?	We've all got bellybuttons. Oliver's Vegetables. Let's Make Faces. The Shine A Light: Human Body. Avocado baby.
Spring 1 - Does everyone live in a house?	All Kinds of Homes: A lift the flap book. Let's build a house: A book about buildings and materials. Home. Animal Architects: Amazing Animals who build their homes.
Spring 2 - What will I do when I grow up?	The Growing Story. Titch. What do people do all day? You Choose.
Summer 1 - What will I find outside?	I can only draw worms. The Very Hungry Caterpillar. Insect Detective. Town and Country: Flip the book.
Summer 2 - Can you make it work?	Cars and trucks and things that go. The most magnificent thing. The Three Little Pigs. Papa's Mechanical Fish. Whatever Next!

Nursery Talk For Writing Texts

Style of Text	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fiction	Nursery Rhymes	We've All Got Bellybuttons	Brown Bear, Brown Bear	Rosie's Walk	The Very Hungry Caterpillar	The Train Ride
Non-Fiction	Concepts of Print	Instructions (following)	Rhyming Words	Recount of local walk.	Children are able to sequence life cycles.	Descriptive Language (Location).

Overview of Reception Topic and Curriculum Links

Topic	Overview of the Topic	EEXAT Developmental Milestones	COEL	Science	History	Geography
Autumn 1 What is it like to go to school at Ark Kings?	Children investigate what it is like to be a pupil at the school, learning the expectations, values, people, location and history.	49-54 Months: Self Regulation, Managing Self, Building Relationships, Listening and Attention (i), Understanding (i), Understanding (ii), Speaking (i), Speaking (ii), Word Reading, Past and Present, Creating with Materials, Being imaginative and Expressive.	Curiosity. Concentration. Persistence. Making Links.	Key Skill: Working scientifically.	Key Themes: Belonging. Empire. Key Skill: Chronological understanding.	Historical Enquiry. Geographical skills and fieldwork, place knowledge, locational knowledge, Human and physical geography.
Autumn 2 Is everyone the same as me?	Children are encouraged to explore differences between themselves and others, including celebrations that occur in the UK and around the world.	49-54 Months: Self Regulation, Managing Self, Building Relationships, Listening and Attention (i), Understanding (i), Understanding (ii), Speaking (i), Speaking (ii), Word Reading, Past and Present, Creating with Materials, Being imaginative and Expressive. People, Culture and Communities. Writing (i), Writing (ii).	Representing experiences. Concentration. Curiosity.	N/A	Key Theme: Belonging. Key Skills: Continuity and change, Similarity/Difference, Significance.	Place knowledge.
Spring 1 What will happen if I do this?	Children are encouraged to become inventors, scientists and artists- conducting their own investigations inspired by science, art and history from around the world.	55-60: Self-Regulation, Managing Self, Building Relationships, Listening and Attention (i), Listening and Attention (ii), Understanding (i), Understanding (ii), Speaking (i), Speaking (ii), Gross Motor, Fine Motor, Writing (i), Writing (ii), Comprehension. The Natural World, Past and Present. Being Imaginative and Expressive, Creating with Materials.	Curiosity. Having Own Ideas. Making Links. Sense of Achievement. Persistence. Taking Risks. Review.	Biology: Plants. Chemistry: Materials and states of matter. Physics: Forces and magnets. Electricity. Light. Sound. Key Skill: Working scientifically.	Key Theme: Technological Advancement. Key Skills: Cause and Consequence, Similarity/Difference, Significance.	Place knowledge. Human and physical geography.
Spring 2 Am I an animal?	Children investigate their bodies and abilities and compare and contrast them with different animals and animal groups.	55-60: Listening and Attention (i), Listening and Attention (ii), Understanding (i), Understanding (ii), Speaking (i), Speaking (ii), Gross Motor, Fine Motor, Writing (i), Writing (ii), Comprehension. The Natural World. People, Culture and Communities. Word Reading. Being Imaginative and Expressive, Creating with Materials.	Curiosity. Having Own Ideas. Making Links. Taking Risks. Review.	Biology: Animals, including humans, evolution and inheritance. Physics: Light, sound, forces and magnets.	Key Skills: Knowledge and interpretation, Continuity and change, Similarity/Difference.	Place knowledge.
Summer 1 What will I find?	Children explore the past, different countries and use their imagination to consider life in space.	61-66: Self-Regulation, Building Relationships, Listening and Attention (i), Listening and Attention (ii), Understanding (i), Understanding (ii), Speaking (i), Speaking (ii), Gross Motor, Fine Motor, Word Reading, Comprehension, Writing (i), Writing (ii), The Natural World, Past and Present, People, Culture and Communities. Being Imaginative and Expressive, Creating with Materials.	Representing Experiences. Curiosity. Concentration. Making Links.	Biology: Living things and their habitats. Physics: Earth and Space.	Key Themes: Belonging. Key Skills: Similarity/Difference, Significance, Knowledge and Interpretion.	Locational knowledge, Place knowledge, Human and physical geography, Geographical skills and fieldwork.
Summer 2 How can I help our world?	Children to investigate how they can help their planet and the purpose of charity and identifying some famous figures who created meaningful change in the world.	67+: Self-Regulation, Building Relationships, Listening and Attention (i), Listening and Attention (ii), Understanding (i), Understanding (ii), Speaking (i), Speaking (ii), Gross Motor, Fine Motor, Word Reading, Comprehension, Writing (i), Writing (ii), The Natural World, Past and Present, People, Culture and Communities. Being Imaginative and Expressive, Creating with Materials.	Having Own Ideas. Making Links. Sense of Achievement. Taking Risks. Review.	Biology: Living things and their habitats, Plants, Animals. Physics: Earth and space. Chemistry: Materials and states of matter.	Key Themes: Sustainability, belonging, technological advancement, social justice. Key Skills: Cause and Consequence, Significance,	Place knowledge, human and physical geography.

Reception Key Topic Texts

Topic	Key Texts
Autumn 1 – What is it like to go to school at Ark Kings?	Clark the Shark. Balsall Heath Through Time. How do Dinosaurs go to School? Something Else. The Boy Who Cried Wolf. Rainbow Fish. Going on a Mood Hunt. This is the way we go to school.
Autumn 2 – Is everyone the same as me?	A Year Full of Stories: 52 Folk Tales and Legends from Around the World. The Runaway Wok. The Family Book. Rama and Sita: The story of Diwali. The night before Christmas.
Spring 1 – What will happen if I do this?	The little inventors handbook. What do you do with an idea? Inventors: Incredible stories of the world's most ingenious inventors. Amelia Earhart (Little people, big dreams). Ernest Shackleton (little people, big dreams). Vincent's starry night: A Children's History of Art. Henri's scissors.
Spring 2 – Am I an animal?	Creature Feature. What do you do with a tail like this? Actual Size. The book of bones. The Variety of Life. Chicken's aren't the only ones.
Summer 1 - What will I find?	People. Maps. Alistair Humphreys Great Adventurers. This is how we do it. Hello World: A celebration of curiosities and language. The Darkest Dark. Laika: The Astronaut
Summer 2 – How can I help our world?	Belonging. Rosa Parks (Little people, big dreams), Ghandi (Little people, big dreams). Here we are: Notes for living on planet earth. How to help a hedgehog and protect a polar bear. Harry saves the ocean.

Reception Talk For Writing Texts

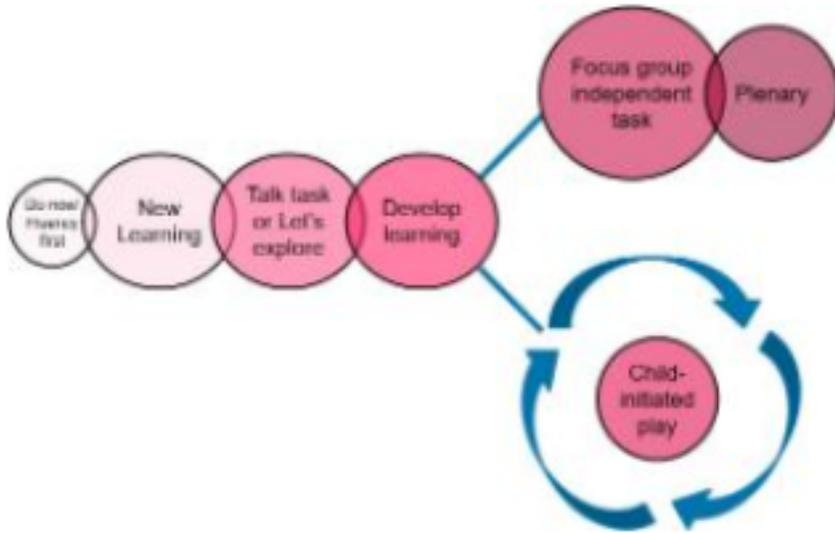
Style of Text	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fiction	Nursery Rhymes	We're Going on a Bear Hunt	Dear Zoo	Little Red Hen	Handa's Surprise	The Three Billy Goats Gruff
Non-Fiction	Class Charter	Letter	Fact File	Instructions	Riddles	Persuasive Writing.

Nursery Maths Overview

In Nursery we complete a daily maths meeting to develop children’s understanding of mathematics. These take place in smaller key worker groups to better target individual children’s needs. Each group then completes a simple maths activity to further deepen their understanding of the key learning.

Term	EEXAT Developmental Milestone
Autumn 1	Baseline Nursery Rhymes, Calendar. Colours
Autumn 2	Can use number names with increasing accuracy in play. Counts up to 3 objects. Can count alongside actions in games, rhymes and songs. Joins in with number songs which count on -one more, or count down – one less. Makes comparisons between different quantities. Understands positional language; under,on,in. Acts out exchange of objects, cards, money or goods when in role play, in games or rhymes.
Spring 1	Can count up to 4 objects and can recognise 2 objects without counting. Recognises some numerals of personal significance and talks about numbers in the everyday environment. With a purpose in mind, recognises and selects simple geometric in their construction and block play. Uses everyday vocabulary to combine and compare measures (size, weight, capacity and time).
Spring 2	Begins to recite numbers in order with some inconsistencies. Attempts to count beyond 4 objects and explores number in play with growing purpose. When combining materials knows how to change an amount (size, number) if something is added or taken away. Is able to remember which amount will be next in the context of one more/one less number songs and rhymes.
Summer 1	Recites numbers accurately to 5 demonstrating some accuracy of numbers to 10. Counts small groups of manipulatives correctly, using 1:1 correspondence, whilst playing a variety of number games. Uses everyday language to describe patterns in nature or urban environments. Uses comparative language to describe and compare measures (size, weight, capacity and time)
Summer 2	Able to recite numbers forwards and backwards from 5. Counts small groups of fixed objects with accurate 1:1 correspondence. Uses graphic representations to record number explorations in pictures and mark making. Identifies groups of objects that have more or less than and the same. In child-led play is able to make groups of objects of the same quantity and begins to find totals by combining groups.

Reception Maths Overview

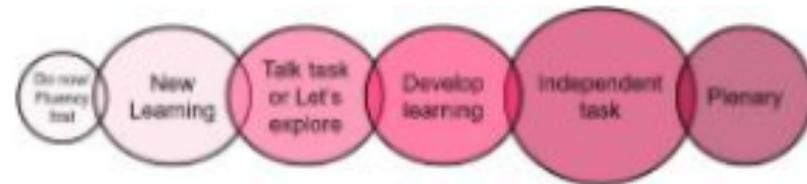


Summer Term

In the summer term when children have become more independent and have developed confidence in their mathematical ability we utilise the “Six Part Model” used throughout the school. There continue to be independent activities linked to their mathematics learning available in the provision in the afternoon to encourage children to develop their understanding of their learning through child initiated play. Learning continues to be practical and utilises concrete resources, but children also apply their understanding to simple number and word problems.

Autumn and Spring Term

At the start of the year we follow the Focus Group Model recommended by Mathematics Mastery shown to the left. Children benefit from small group work, giving the children more intensive and individualised support during lessons. It also provides more opportunities for pupil talk. Independent activities linked to their mathematics learning are planned for children to access and developing their understanding through child initiated play. All tasks are practical with concrete resources to deepen children’s understanding. Sentence frames are provided to encourage children to speak in full sentences and use key mathematical vocabulary.



Adults plan the continuous provision to enable pupils to explore the key learning from the unit through child-initiated learning at a different time in the day.

Term	Maths Mastery Unit	EEXAT Developmental Milestone
Autumn 1		<p style="text-align: center;">Baseline Nursery Rhymes, Calendar.</p>
Autumn 2	<p>Pattern and Early Number Numbers within 6 Addition and Subtraction within 6 Measure</p>	<p>Able to recite numbers forwards and backwards from 5. Recites numbers accurately to 5 demonstrating some accuracy of numbers to 10. Counts small groups of manipulatives correctly, using 1:1 correspondence, whilst playing a variety of number games. Uses graphic representations to record number explorations in pictures and mark making. Identifies groups of objects that have more or less than and the same. In child-led play is able to make groups of objects of the same quantity and begins to find totals by combining groups. Uses everyday language to describe patterns in nature or urban environments. Uses comparative language to describe and compare measures (size, weight, capacity and time)</p>
Spring 1	<p>Calendar and Time Numbers within 10 Addition and Subtraction within 10. Grouping and Sharing.</p>	<p>Understands the relationship between a group of objects and the corresponding number. Counts reliably and creates groups of numbers up to at least 5 and is able to place numerals to at least 5 in order. Accurately counts fixed fixed objects to 5 and recognises numerals to at least 5 out of sequence. Recognises up to 3 objects without counting in a range of orientations and different sizes. In self-initiated play begins to record numbers and mathematical thinking with own purpose. Using resources can create quantities which are greater than, less than, the same as a given number and may record these in pictures or numerals.</p>
Spring 2	<p>Shape and Sorting Numbers within 15. Numbers within 20.</p>	<p>Can use resources and say one more or one less than a given number and to create equal groups. Orders three or more measures (size, weight and capacity) whilst playing, for example with sand, water or in the mud kitchen. Creates patterns by lining, placing, building and arranging.</p>
Summer 1	<p>Double and Half. Addition and Subtraction. Money.</p>	<p>Counts reliably and creates groups of numbers to 10 using a range of objects and is able to place numerals to 10 in order. Uses a range of objects to create 5 in different ways and recognises up to 5 objects without counting in a range of orientations. Count up to 10 forwards and backwards including from any given number. Accurately counts fixed objects to 10 and recognises numerals to 10 out of sequence. Is able to recall number bonds to 5 and knows some number pairs to 10, including double facts. Verbally counts beyond 20. Uses resources to create parts of a whole, to partition pairs of numbers up to 10, to distribute quantities equally and represent double facts. Will demonstrates thinking through use of verbal number sentences/number stories and may choose to record these. In every contexts children are able to demonstrate through talk or when responding to questions an understanding of number sequences, values, greater and less than, odd and even. Use of measures (size, weight, capacity) when comparing and combining quantities.</p>
Summer 2	<p>Shape and Pattern. Measures. Depth of Numbers within 20. Numbers beyond 20.</p>	<p>Counts reliably and represents numbers beyond 10 using a range of manipulatives. Creates number lines to support their calculations of simple addition and subtraction facts and problem solving. Uses manipulatives to demonstrate some number bonds within 10. Begin to count reliably with numbers from 10-20, they begin to place them in order and can write numerals with some accuracy. Able to give examples of numbers which are greater than/less than for numbers beyond 10. Verbally counts to 30 and beyond. Can talk about the properties of shape and patterns, using vocabulary to describe position, direction and movement. Estimates, measures, weighs and can compare and order objects. Talks about properties, position and the sequence of time.</p>

Phonics Overview

Nursery initially follow the Letters and Sounds programme. This concentrates on developing children's speaking and listening skills and lays the foundations for later phonic work. The emphasis during Phase 1 is to get children attuned to the sounds around them and ready to begin developing oral blending and segmenting skills. They then begin to learn the phonic sounds through systematic phonics teaching using the RWInc Programme.

Reception children are supported to become accurate and fluid readers through the use of the RWInc Programme.

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Letters and Sounds – Aspect 1 General Sound Discrimination Emphasising initial sounds.		Rhythm and Rhyme. Fred Games. Exposure to RWInc Pictures.		Set 1 Phonics Sounds	
Reception	Set 1B	Set 1C	Ditty	Red	Green	Green

Handwriting

In Nursery the provision is planned to ensure children meeting their developmental milestones for “fine motor” and “gross motor”. Opportunities to develop fine motor and gross motor skills are available outdoors and inside. In Reception we ensure children continue to develop these skills and also progress their handwriting and become confident, fluid and automatic writers of phonic sounds. We use Nelson Handwriting to support children in practising their handwriting and will do so for a short period each day, starting in Autumn 2.

Personal, Social and Emotional Development (PSED)

In Nursery and Reception we are responsive to individual or collective needs of the cohort and will plan responsive PSED sessions or interventions to target these needs. PSED is also taught through the topic curriculum and ensures children meet their developmental milestones. We also follow the Character Curriculum to ensure children develop the virtues they need to be successful, empathetic members of our community.

CARING	HELPFULNESS	COOPERATION	COURAGE	NATIONAL KINDNESS WEEK	REFLECTION
Caring Hands <i>Session A</i>	Who helps you? <i>Session A</i>	Working together to help <i>Little Red Hen</i>	Trying new things <i>Session A</i>	The alphabet of kindness	Virtue shields
Caring Hands <i>Session B</i>	Who helps you? <i>Session B</i>	<i>The Biggest Snowman</i>	Trying new things <i>Session B</i>		

Autumn Term

CLEANLINESS	FAIRNESS	FRIENDLINESS	SERVICE PROJECT	PATIENCE	RESPECT	REFLECTION
Let's wash our hands	It's not fair/fair shares <i>Session A</i>	Saying 'hello' to people in your classroom <i>Session A</i>	Growing in the community <i>Session A</i>	Patience in my class	Showing respect in the classroom <i>Session A</i>	Virtue shields
Cleaning up our toys	It's not fair/fair shares <i>Session B</i>	Saying 'hello' to people in your classroom <i>Session B</i>	Growing in the community <i>Session B</i>	The paws of patience	Showing respect in the classroom <i>Session B</i>	

Spring Term

COURTESY	FORGIVENESS	DETERMINATION	SELF-DISCIPLINE	GRATITUDE	HONESTY	REFLECTION
Good manners	Saying sorry	The strength of a superhero!	Sitting still	Picture journals <i>Session A</i>	Telling the truth <i>Session A</i>	Virtue shields
Careful listening	Forgiving words	Goal!	Speaking and listening	Picture journals <i>Session B</i>	Telling the truth <i>Session B</i>	

Summer Term

PE Curriculum

In both Nursery and Reception we plan our environment to ensure that children develop their moving and handling skills in line with their developmental milestones. We provide opportunities for children to develop their fine motor and gross motor skills, outdoors and indoors.

Music Skills Progression

Term	Unit	Learning Objectives for Unit
Autumn	Hearing and Listening	<ul style="list-style-type: none"> • Can identify and match an instrumental sound, e.g. hear a shaker and indicate that they understand it is a shaker. • Many influences may encourage children to associate music with “types” of people and places, e.g. stereotypes such as rock music with bikers. They may feel pressure to like and dislike certain genres of music, e.g. children may associate music as “music for boys”, “music for girls”. • Matches music to pictures/visual resources. • Describes the sound of instruments e.g. scratchy sound, soft sound. • Creates visual representation of sounds, instruments and pieces of music, e.g. mark making to specific sounds or pieces of music.
Spring 1	Vocalising and Singing	<ul style="list-style-type: none"> • Creates his or her own songs, often with a real sense of structure, e.g. a beginning and an end. • Can often sing an entire song; songs could be nursery rhymes, pop songs, songs from TV programmes, songs from home. • Merges elements of familiar songs with improvised singing. • Creates sounds in vocal sound games. • Changes some or all of the words of a song. • Has strong preferences for songs he or she likes to sing and/or listen to.
Spring 2	Moving and Dancing	<ul style="list-style-type: none"> • Claps or taps to the pulse of the music he or she is listening to. • Claps or taps to the pulse of the song he or she is singing. • Physically interprets the sound of instruments, e.g. tiptoes to the sound of a xylophone. • Physically imitates the actions of musicians, e.g. pretends to play the trumpet, piano, guitar.
Summer 1	Vocalising and Singing	<ul style="list-style-type: none"> • Pitch matches, i.e. reproduces with his or her voice the pitch of a tone sung by another. • Able to sing the melodic shape (moving melody, e.g. up and down, down & up) of familiar songs. ◀ Sings entire songs. • May enjoy performing, solo and or in groups. • Internalises music, e.g. sings songs inside his or her head.
Summer 2	Moving and Dancing	<ul style="list-style-type: none"> • Moves to the sound of instruments, e.g. walks, jumps, hops to the sound of a beating drum. • Combines moving, singing and playing instruments, e.g. marching, tapping a drum whilst singing. • Moves in time to the pulse of the music being listened to and physically responds to changes in the music, e.g. jumps in response to loud/sudden changes in the music. • Replicates familiar choreographed dances e.g. imitates dance and movements associated with pop songs. • Choreographs his or her own dances to familiar music, individually, in pairs/small groups.