

Pedagogy	<p>2 Year Olds. Children should be supported to manage emotions and have confidence in their own abilities. Children can name and express emotions with a familiar adult. Children can play alongside and sometimes with other children. They are learning to cooperate and resolve conflicts through communicating.</p> <p>3 and 4 Year olds. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>					
Physical	<p>Specific Teaching Get set for PE Dance unit 1 Weekly welly walks Dough Disco Yoga and mindfulness Hold and use a knife and fork correctly Select healthy food choices</p>	<p>Specific Teaching Get set for PE Fundamentals Unit 2 Weekly welly walks Dough Disco Yoga and mindfulness Hold and use a knife and fork correctly Select healthy food choices</p>	<p>Specific Teaching Get set for PE Ball skills unit 2 Weekly welly walks Dough Disco Yoga and mindfulness Hold and use a knife and fork correctly Select healthy food choices</p>	<p>Specific Teaching Get set for PE Intro to PE unit 1 Weekly welly walks Dough Disco Yoga and mindfulness Hold and use a knife and fork correctly Select healthy food choices</p>	<p>Specific Teaching Get set for PE Gymnastics unit 2 Weekly welly walks Dough Disco Yoga and mindfulness Hold and use a knife and fork correctly Select healthy food choices</p>	<p>Specific Teaching Get set for PE Games unit 1 Weekly welly walks Dough Disco Yoga and mindfulness Hold and use a knife and fork correctly Select healthy food choices</p>
Pedagogy	<p>3 and 4 Year olds. Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, coordination and positional awareness through tummy time, crawling and play movement with both objects and adults.</p>					
Ongoing provision	<p>Daily movement to music activity for Nursery to help develop all the children’s pivot points – shoulder, elbow, wrist, fingers to support pencil grip and writing, different routing each term.</p>					
Communication and Language	<p>Specific Teaching - Daily Reading Spine story time - Cosy book corner - Books in all areas of the classroom - Songs and poetry - Time to talk - Key children time</p>	<p>Specific Teaching - Daily Reading Spine story time - Cosy book corner - Books in all areas of the classroom - Songs and poetry - Time to talk - Key children time</p>	<p>Specific Teaching -Daily Reading Spine story time - Cosy book corner - Books in all areas of the classroom - Songs and poetry - Time to talk - Key children time</p>	<p>Specific Teaching - Daily Reading Spine story time - Cosy book corner - Books in all areas of the classroom - Songs and poetry - Time to talk - Key children time</p>	<p>Specific Teaching - Daily Reading Spine story time - Cosy book corner - Books in all areas of the classroom - Songs and poetry - Time to talk - Key children time</p>	<p>Specific Teaching - Daily Reading Spine story time - Cosy book corner - Books in all areas of the classroom - Songs and poetry - Time to talk - Key children time</p>
English T4W	<p>3 and 4 years olds. The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Curriculum Goal: To become a Confident Communicator who can listen carefully in different situations, hold a conversation with friends and adults, ask relevant questions and use new vocabulary to explain ideas and feelings.</p>					
23/24	<p>Text Three Billy Goats Gruff The Gingerbread man</p>	<p>Text Dinosaur Roar</p>	<p>Text Goldilocks and the Three Bears</p>	<p>Text Brown Bear, Brown Bear By Eric Carle</p>	<p>Text The Very Hungry Caterpillar by Eric Carle</p>	<p>Text Handa’s Surprise by Eileen Brown</p>
24/25	<p>Focus Retelling Orally, Sequencing, confident voice</p>	<p>Focus Retelling Orally, Sequencing, confident voice</p>	<p>Focus Retelling Orally, Sequencing, confident voice</p>	<p>Focus Retelling Orally, Sequencing, confident voice</p>	<p>Focus Retelling Orally, Sequencing, confident voice</p>	<p>Focus Retelling Orally, Sequencing, confident voice</p>

	<p>Text The Enormous Turnip</p> <p>Focus Retelling Orally, Sequencing, confident voice</p> <ul style="list-style-type: none"> -Elves and the Shoemaker -Puss in Boots -Rapunzel -Red Riding Hood -Cinderella -Princess and the Pea -Hansel and Gretal -The Gingerbread Man 	<p>Text Dear Zoo by Rod Campbell</p> <p>Focus Retelling Orally, Sequencing, confident voice</p> <ul style="list-style-type: none"> -The Big Red Bath -Augustus and his Smile -Billy's Bucket -Blown Away -Can't you sleep little bear -The Littlest Yak -My Dad is a Grizzly Bear 	<p>Text The Train Ride by June Crebbin</p> <p>Focus Retelling Orally, Sequencing, confident voice</p> <p>The Boy who Loves Everyone</p> <ul style="list-style-type: none"> -Dogs don't do ballet -Fair Shares -Hurrah for Fish <p>How to Catch a Star</p> <ul style="list-style-type: none"> -Giraffes Can't Dance -Look what I Found in the Woods 	<p>Text Hug! by Jez Alborough</p> <p>Focus Retelling Orally, Sequencing, confident voice</p> <p>Each Peach Pear Plum</p> <ul style="list-style-type: none"> -Hugless Douglas -I am a Bear -I Will Not Ever Eat a Tomato -Love Makes a Family -The Odd Egg 	<p>Text Jasper's Beanstalk</p> <p>Focus Retelling Orally, Sequencing, confident voice</p> <p>How to Hide a Lion</p> <ul style="list-style-type: none"> -In my Heart -I Really Want Cake -It's Okay to be Different -Little Rabbit Foo Foo -Mr Tiger Goes Wild -Please Mr Panda 	<p>Text The Gruffalo</p> <p>Focus Retelling Orally, Sequencing, confident voice</p> <p>The Rainbow Fish</p> <ul style="list-style-type: none"> -Press Here -Baby Goes to Market - Starting school - I am too absolutely small for school.
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Ongoing provision throughout the year

Daily circle time at end of day.

Story/song time. Learn new vocabulary, engage in and talk about books, learn rhymes, poems and songs daily across EYFS.

Introduce word walls with mixed images to support generalisations eg cartoon, real image etc

Bucket time - Nursery to all participate in sessions - starting at Stage 1 building up to Stage 2 Oracy Reception to have daily session on oracy skills (eg pobble 365, Explorify, Mrs Wordsmith, Guess who, news, show and tell, Bucket) Include Pobble and Explorify zoom in zoom out weekly. Signs to support learning Use of signs and signals throughout the day (eg Talk to your partner, My turn, your turn, stop, toilet, visual timetable, curriculum goals, now and next boards for SEND children.

Literacy	<p>Specific Teaching Oral retelling of stories Drawing story maps Role play, small world, large construction Teach specific story language 'once upon a time'</p> <p>2-3 Year Olds Say some of the words in songs and rhymes. Enjoy sharing books with an adult. Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. Enjoy drawing freely 3-4 Year Olds Letters and Sounds Phase 1 Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Specific Teaching Oral retelling of stories Drawing story maps Role play, small world, large construction Teach descriptive language 'too big, too scary'</p> <p>2-3 Year Olds Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo Copy finger movements and other gestures Pay attention and respond to the pictures or the words. Enjoy drawing freely 3-4 Year Olds Letters and Sounds Phase 1 Understand that print has meaning</p>	<p>Specific Teaching Oral retelling of stories Drawing story maps Role play, small world, large construction. Beginning to understand beginning, middle and end of a story. Emergent writing skills pen disco/dough disco.</p> <p>2-3 Year Olds Sing songs and say rhymes independently, for example, singing whilst playing Repeat words and phrases from familiar stories. Add some marks to their drawings, which they give meaning to. For example: "That says mummy." 3-4 Year Olds Letters and Sounds Phase 1 Understand that print can have different purposes</p>	<p>Specific Teaching Oral retelling of stories Drawing story maps Role play, small world, large construction Teach colours, senses, animals Emergent writing skills pen disco/dough disco.</p> <p>2-3 Year Olds Develop play around favourite stories using props. Add some marks to their drawings, which they give meaning to. For example: "That says mummy." 3-4 Year Olds Letters and Sounds Phase 1 Understand that we read English text from left to right and from top to bottom Develop their phonological awareness, so that they can: - count or clap syllables in a word Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy</p>	<p>Specific Teaching Oral retelling of stories Drawing story maps Role play, small world, large construction Teach days of the week Emergent writing skills pen disco/dough disco.</p> <p>2-3 Year Olds Ask questions about the book. Makes comments and shares their own ideas. Make marks on their picture to stand for their name. 3-4 Year Olds Letters and Sounds Phase 1 Understand the names of the different parts of a book Develop their phonological awareness, so that they can: - recognise words with the same initial sound, such as money and mother Write some or all of their name</p>	<p>Specific Teaching Oral retelling of stories Drawing story maps Role play, small world, large construction Teach fruits names and animals Emergent writing skills pen disco/dough disco.</p> <p>2-3 Year Olds Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. Make marks on their picture to stand for their name. 3-4 Year Olds Letters and Sounds Phase 1 Understand page sequencing Engage in extended conversations about stories, learning new vocabulary. Write some letters accurately</p>
Phonics	<p>Specific Teaching Letters and sounds phase 1. Focus on oral blending. Recognising the initial sound in words, including own name. Explore rhyme in words.</p>	<p>Specific Teaching Letters and sounds phase 1. Focus on oral blending. Recognising the initial sound in words, including own name. Explore rhyme in words.</p>	<p>Specific Teaching Letters and sounds phase 1. Focus on oral blending. Recognising initial sounds in words, including own name. Explore rhyme in words.</p>	<p>Specific Teaching Letters and sounds phase 1. Focus on oral blending. Recognising initial sounds in words, including own name. Explore rhyme in words.</p>	<p>Specific Teaching Letters and sounds phase 1. Focus on oral blending. Recognising initial sounds in words, including own name. Explore rhyme in words.</p>	<p>Specific Teaching Letters and sounds phase 1. Focus on oral blending. Recognising initial sounds in words, including own name. Explore rhyme in words.</p>
Pedagogy	<p>2 Year Olds. Provide enticing areas for sharing books, stocked with a wide range of high-quality books, matching the many different interests of children in the setting. Provide a comfortable place for sharing books. Share books outside on a picnic rug or in small tents. Themed book areas can build on children's interests. Suggestions: relevant books close to small world play about dinosaurs, or cookbooks in the home corner. 3 and 4 Year olds. It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words.</p>					

<p>Maths</p>	<p>Focus: master the curriculum Week 1: Colour matching Week 2: Colour sorting Week 3: Pattern match Week 4: Pattern Recognition Week 5: Comparing /sorting Week 6: Comparing /sorting Week 7: Reasoning- trial numbersense/NCETM Number 1</p>	<p>Focus: Week 1: Number 2 subitising Week 2: Number 2 - counting Week 3: Pattern (ABAB) Week 4: Fix my pattern Week 5: Measure (mass)cooking Week 6: Consolidation. Wlnter activity Week 7: Pattern review Advent</p>	<p>Focus: Week 1: Subitising 3 Week 2: Building quantities to 3,3 little pigs Week 3: Number 4 Week 4: Ways of making 4, recognising numerals 4 Week 5: Number 5 Week 6: Number 5 composition of 5</p>	<p>Focus: Week 1: Subitising to 5/consolidate 5 Week 2: Number 6 Week 3: Height and length Week 4: Mass - goldilocks Week 5: Capacity Week 6: Consolidation</p>	<p>Focus: Week 1: Sequencing Week 2: Positional Language Week 3: More than/fewer than Week 4: Shape - 2D revisit Week 5: Shape - 3D revisit Week 6: Consolidate more than/fewer than</p>	<p>Focus: Week 1: number composition 1-5 Week 2: What comes after? Week 3: What comes before? Week 4: Numbers to 5 Week 5: Consolidation Week 6: Embedding/review misconceptions Week 7: Embedding Countdown for transition</p>
<p>Pedagogy</p>	<p>Daily routines: How many are here today? Days of the week etc 2 Year Olds. Encourage babies and young toddlers to play freely with a wide range of objects - toddlers engage spontaneously in mathematics during nearly half of every minute of free play. Suggestions: when appropriate, sensitively join in and comment on this. Water and sand play.Cooking opportunities. 3 and 4 Year olds. EYFS Statutory Educational Programme: Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 5, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding – such as using manipulatives, including small pebbles and tens frames for organising counting – children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, ‘have a go’, talk to adults and peers about what they notice and not be afraid to make mistakes.</p>					

<p>Understanding the World</p>	<p>Topic Specific Learning Me and my family - Where I live Yearly - Seasonal changes – Autumn 0-3 years can talk about people who are special to them and name the relationship to them. 3-4 years Use all their senses when exploring natural materials. Begin to understand the need to respect and care for the natural environment and all living things. Explore materials and textures (recycling) - 0-3 years Explore materials with different properties. 3-4 years Use all their senses when exploring natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Talk about the differences between materials and changes they notice. Days/weeks to celebrate; -Black History -Starting Nursery - Autumn Black history month - Oct Paddington Bear https://www.youtube.com/watch?v=epOwMn04BAs&list=PL_nccfpnXFki5-CliQx3QbDQVnQgomc 4</p>	<p>Topic Specific Learning Autumn/Winter 0-3 years Explore natural materials, indoors and outside. Explore and respond to different natural phenomena in their setting and on trips 3-4 years Use all their senses when exploring natural materials. Begin to understand the need to respect and care for the natural environment and all living things. Days/weeks to celebrate; -Bonfire Night -Remembrance Day -Anti Bullying Week -Diwali -Christmas/ Nativity World mental Health Week Hanukkah 18th Dec</p>	<p>Topic Specific Learning Yearly - Seasonal Changes – Winter/New Year 0-3 years Explore natural materials, indoors and outside. Explore and respond to different natural phenomena in their setting and on trips 3-4 years Begin to understand the need to respect and care for the natural environment and all living things. Days/weeks to celebrate; -Lunar New Year -Safer Internet Day -Children’s Mental Health Week Feb Chinese New Year Jan</p>	<p>Topic Specific Learning Yearly - Seasonal changes – Spring Easter 0-3 years Naming and grouping by colour. Explore natural materials, indoors and outside. 3-4 years Explore the natural world around them. Describe what they see, hear and feel whilst outside. Days/weeks to celebrate; -Easter -Shrove Tuesday -World Book Day -Downs Syndrome Day Red Nose Day - 17th March Holi - 25th March Mothers day March Poetry day March</p>	<p>Topic Specific Learning Summer 0-3 years Explore natural materials, indoors and outside. Explore and respond to different natural phenomena in their setting and on trips 3-4 years Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them. Days/weeks to celebrate; Eid Bath in Bloom</p>	<p>Topic Specific Learning Yearly - Seasonal changes – Summer Moving on 0-3 years Explore natural materials, indoors and outside. Explore and respond to different natural phenomena in their setting and on trips 3-4 years Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them. Days/weeks to celebrate; June Fathers day Sports day Summer fayre Graduation</p>
<p>Pedagogy</p>	<p>3 and 4 Year olds. Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. Listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.</p>					

Expressive Arts and Design	<p>Access to art resources through continuous provision which includes; paper or various sizes, scissors, paint, pens, stencils, materials, glue, junk modelling</p> <p>Teaching of specific Artists: TBC</p>	<p>Access to art resources through continuous provision which includes; paper or various sizes, scissors, paint, pens, stencils, materials, glue, junk modelling</p> <p>Teaching of specific Artists: TBC</p>	<p>Access to art resources through continuous provision which includes; paper or various sizes, scissors, paint, pens, stencils, materials, glue, junk modelling</p> <p>Teaching of specific Artists: TBC</p>	<p>Access to art resources through continuous provision which includes; paper or various sizes, scissors, paint, pens, stencils, materials, glue, junk modelling</p> <p>Teaching of specific Artists: TBC</p>	<p>Access to art resources through continuous provision which includes; paper or various sizes, scissors, paint, pens, stencils, materials, glue, junk modelling</p> <p>Teaching of specific Artists: TBC</p>	<p>Access to art resources through continuous provision which includes; paper or various sizes, scissors, paint, pens, stencils, materials, glue, junk modelling</p> <p>Teaching of specific Artists: TBC</p>
Pedagogy	<p>The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p>					