

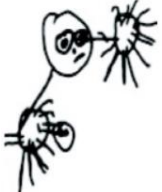

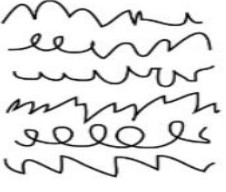







Foundation Stage 1 Long Term Planning Overview – Cycle B

Term	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Theme of Learning	It's All About You...	All Of the Lights...	The Story of My Life...	I Heard It Through the Grapevine...	Born to Be Wild...	Go Your Own Way...
Reading Enhanced Curriculum						
Topics are deeply rooted in developing a love of reading and are supported by quality key texts across a variety of genres (EY REC)						
Focus Texts – Linked to Talk 4 Writing 	Rosie's Walk – Using actions whilst joining in / rhythm and repetition. The Mixed-Up Chameleon - Using actions whilst joining in / rhythm and repetition.	Ollie's Lost Kitten – Losing: Joining in chorally using actions. Dear Santa – Wishing: Joining in chorally using actions.	Little Red Riding Hood – Warning Tale: Story language and finally/happily ever after. The Three Billy Goats Gruff – Overcoming the Monster: Story language and unfortunately/finally.	The Crunching, Munching Caterpillar – Change Story: Story language and unfortunately/finally. Sam Plants a Sunflower – Change Story: Story language and after that.	The Very Hungry Caterpillar – Change Story: Story language and after that. <i>Non-Fiction:</i> Learn and re-tell simple information texts based on the life cycle of a butterfly.	Mrs Mole – I'm Home! – Journey: Story language and beginning, middle and end. Pip and Posy – Journey: Story language and beginning, middle and end.
Supporting Texts (<i>Children to decide on story time</i> book vote. <i>Top 30 Reads and LPfl books may also be used. Links to British Values</i>) 	Fiction: Billy's Bucket Bathroom Boogie I went to the Zoopermarket Jellyphant Wellyphant Chocolate Mouse for Greedy Goose Ketchup on Your Cornflakes Tidy Titch Each Peach Pear Plum Little Mouse 10 Red Apples Fox's Socks Where, Oh Where, is Rosie's Chick? Non-Fiction: We Are All Welcome Children Just Like Me People who Help Us Series Changing Seasons Bread We Love Festivals Black History: Discover Amazing People Little Leaders: Bold Women in Black History Little Leaders: Exceptional Men in Black History What to Look for in Autumn Learning about The Life Cycle of An Owl Buzz Aldrin: To the moon and back: My Apollo 11 Adventure I Want to Be an Astronaut Look Inside: Space	Fiction: The Very Hungry Caterpillar's Creepy Crawley Halloween Spinderella 10 Little Monsters Room on the Broom Meg and Mog Alfie Wow! Said the Owl Snow Bear Boogie Bear Penguin The Snowflake A Penguin in Peril Non-Fiction: Goodnight, Spaceman Weather Watch Roaring Rockets Popcorn Series: A Year of Festivals Diwali Rama and the Demon King Bonfire Night Noisy Paint Box Land Art	Fiction: Pancakes, Pancakes The Magic Porridge Pot Beware of the Bears! The Three Little Super Pigs Goldilocks and Just One Bear Hansel and Gretel Non-Fiction: Changing Seasons Chinese New Year Nadiya's Bake Me a Celebration Story Nadiya's Bake Me a Festive Story Nadiya's Bake Me a Story My Monster and Me Today I Am Strong Henry Moore at Kew Barbara Hepworth: What Do You See?	Fiction: Tall The Blue Balloon Mr Big There Was an Old Lady who Swallowed a Fly Hop Little Bunnies The Wide Mouthed Frog The Tiny Seed Non-Fiction: Easter Sparkles Life Cycle of a Broad Bean Life Cycle: Sunflower All about Vegetables: Food Zone Salad Easter New Life Cycles Life Cycles Tadpole to Frog	Fiction: Little Lumpty Egg Drop Billy's Beetle There Was an Old Lady Who Swallowed a Fly Hop Little Bunnies Aaaaargh Spider! The Very Busy Spider Mad About Mini Beasts Non-Fiction: DK: My First Farm DK: Farm Animals Pigs Cows Milk, Cheese, and Eggs Ranger Hamza's Eco Quest Let's Go for a Walk Little Children's Nature Activity Book: 1 Nature Trail: A Joyful Rhyming Celebration of Natural Wonders on our Doorstep Van Gogh: He Saw the World in Vibrant Colours Meet Van Gogh The Drawings of L.S. Lowry	Fiction: Where the Wild Things Are Mini Rabbit Not Lost Mini Rabbit Come Home Mini Rabbit Must Help It's the Bear! My Friend Bear The Everywhere Bear Walking Through The Jungle There's a Shark in the Park Animal Boogie The Little Red Train: Runaway Train Non-Fiction: Weather Watch: Sun Gymnastics Dancing Where I Live: By the Seaside Cycling Football Summer: Changes in the Environment Going on Holiday! Meet Claude Monet David Hockney: Little People, Big Dreams Art: A Children's Encyclopaedia

	Little Kids First Big Book of Space Jackson Pollock Splashed Paint and Wasn't Sorry Bridget Riley Works: 1981-2015					
<p>Joy Of Reading Children get the chance to choose from our "Top 30" list as an additional home reader. These texts are to be used to support complimentary story time books. "Top 30" to be throughout provision alongside LPfL Top 30 Reads.</p>						
<p>Nursery Rhymes Rhyme of the Week: The rhyme supports phonological awareness and patterns in sounds. (Links to Nursery Rhyme and Poetry Progression Document – Nursery to Year 6) <i>Year 1: Oracy, Speaking and Music</i> N1 children will start from the beginning of the cycle to embed language skills and build a repertoire of songs and rhymes.</p>	Twinkle, Twinkle, Little Star Head, Shoulders, Knees and Toes Wind the Bobbin' Up I'm a Little Tea Pot Humpty Dumpty Pat a Cake Jack and Jill	5 Little Men in a Flying Saucer 5 Current Buns Hickory Dickory Dock Hey Diddle Diddle Incy Wincy Spider If You're Happy and You Know It, Clap Your Hands How Much is That Doggy in the Window Tommy Thumb	1, 2, 3, 4, 5, Once I Caught a Fish Alive 5 Little Speckled Frogs 5 Little Ducks Baa Baa White Sheep 5 Little Monkeys Jumping on the Bed	Baa Baa Black Sheep Hop Little Bunny Old Macdonald – 5 Animals Chick, Chick, Chick, Chick Chicken Little Peter Rabbit	Row, Row, Row Your Boat Isn't it Funny How a Bear Likes Honey 10 Fat Sausages 10 Green Bottles	Two Little Dickey Birds Mary, Mary, Quite Contrary There Was A Princess Long Ago The Wheels on the Bus – 10 Actions



		Comprehension		Word Reading		Writing	
Literacy	Each child will have a different starting point when entering F1, therefore 0-3 progression steps are included.	<p>0-3</p> <p>Enjoy songs and rhymes, tuning in and paying attention. Join in with songs and rhymes, copying sounds, rhythm, tunes and tempo. Say some of the words in songs and rhymes. Copy finger movements and other gestures. Sing songs and say rhymes independently, for example, singing whilst playing. Ask questions about the book. Make comments and share own ideas. Develop play around favourite stories and rhymes. Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</p>	<p>3-4</p> <p>Understand the five key concepts about print: That print has meaning. The names of the different parts of a book. Print can have different purposes. Page sequencing. We read English text from left to right and from top to bottom. Engage in extended conversations about stories, learning new vocabulary.</p>	<p>0-3</p> <p>Enjoy sharing books with an adult. Pay attention and respond to the pictures or the words. Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. Repeat words and phrases from familiar stories.</p>	<p>3-4</p> <p>Develop their phonological awareness so that they can: Spot and suggest rhymes. Count or clap syllables in a word. Recognise words with the same initial sound, such as 'money' and 'mother'.</p>	<p>0-3</p> <p>Enjoy drawing freely. Add some marks to their drawings, which give meaning, for example: "That says Mummy". Make marks on their picture to stand for their name.</p>	<p>3-4</p> <p>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.</p>
	Writing Progression	<p>Writing Progression</p>  <p>1. Pictures</p>	<p>Writing Progression</p>  <p>2. Random Scribbling</p>	<p>Writing Progression</p>  <p>3. Scribble Writing (Written in linear fashion to mimic real writing.)</p>	<p>Writing Progression</p>  <p>4. Symbols That Represent Letters</p>	<p>Writing Progression</p>  <p>5. Random Letters (No relationship between sounds of letters and what the child is trying to say.)</p>	<p>Writing Progression</p>  <p>6. Letter Strings (Progresses from left to right and top to bottom when the child "reads" his writing.)</p>
	RWI Phonics	<p>Provide many opportunities for children to develop familiarity with stories, nursery rhymes, poems and songs. Provide opportunities for planned talk. Plan opportunities for closed and open questions. Plan opportunities for role-play. Plan opportunities to enhance the children's vocabulary. Plan 'building sentences orally' activities. Plan opportunities to make up stories together. Plan opportunities for children to talk about the things that they have made.</p>	<p>Continue with activities from the Autumn Term. Teach the children how to say the pure sound for each of the Set 1 phonemes (but not linking this to the grapheme). Provide opportunities for children to listen for and identify sounds. Use Fred Talk throughout the day.</p>	<p>Continue with activities from the Spring Term. When the children are ready, (this may not be at the same time for all children) begin to teach the Set 1 graphemes. Teach the handwriting phrases for each letter as the children learn it (choose how to form the letter dependent on the children's fine motor control, e.g., pencil, large paintbrush and paper, chalk outside.</p>			

	Pre-Phonics Skills	Pre-Phonics skills are divided into seven aspects. It is intended that each of the first six aspects should be 'dipped' into, rather than going through them in any order, with a balance of activities. Aspect 7 will usually come later, when children have had plenty of opportunity to develop their sound discrimination skills.	Each aspect contains three strands: Tuning into Sounds, Listening and Remembering Sounds, and Talking about Sounds. Aspect 1 – General sound discrimination – Environmental Aspect 2 – General sound discrimination – Instrumental sounds Aspect 3 – General sound discrimination – Body percussion Aspect 4 – Rhythm and Rhyme Aspect 5 – Alliteration Aspect 6 – Voice Sounds			Aspect 7 – Oral blending and segmenting
	Launchpad for Literacy	Phonological Awareness Strand: <ul style="list-style-type: none"> - Rhythm and Syllable - Auditory Blending - Segmentation - Rhyming - Alliteration - Phoneme Identification - Speech Sounds - Sequential Auditory Memory - Auditory Discrimination - Visual Attention and Discrimination - Visual Memory 				
	Pencil Grip: Fine Motor	Whole Hand / Palmer Grasp		Overhand Grasp		4 Finger Grasp
Communication and Language	Each child will have a different starting point when entering F1, therefore 0-3 progression steps are included.	Listening, Attention and Understanding			Speaking	
		0-3 Understand single words in context – 'cup', 'milk', 'daddy'. Understand frequently used words such as 'all gone', 'no' and 'bye bye'. Understand simple instructions like 'give to mummy' or 'stop'. Recognise and point to objects if asked about them. Generally, focus on an activity of their own choice and find it difficult to be directed by an adult. Listen to other people's talk with interest but can easily be distracted by other things. Listen to simple stories and understand what is happening, with the help of the pictures. Identify familiar objects and properties for practitioners when they are described: for example: 'Katie's coat', 'blue car', 'shiny apple'. Understand and act on longer sentences like 'make teddy jump' or 'find your coat'. Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').	3-4 Enjoy listening to longer stories and can remember much of what happens. Can find it difficult to pay attention to more than one thing at a time. Understand a question or instruction that has two parts. Understand 'why' questions.	0-3 Babble using sounds like 'ba-ba', 'mamma'. Copy your gestures and words. Constantly babble and use single words during play. Can become frustrated when they can't make themselves understood. Start to say how they are feeling using words as well as actions. Start to develop conversation, often jumping from topic to topic. Develop pretend play; 'putting the baby to sleep', or 'driving the car to the shops'. Use the speech sounds p, b, m, w. Pronounce: - l/r/w/y - f/th - s/sh/ch/dz/j - multi-syllabic words such as 'banana' and 'computer'.	3-4 Use a wide range of vocabulary. Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'. Use longer sentences of four to six words. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.	

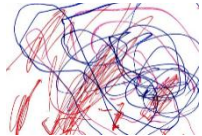








					<p>Can start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p>
<p>Maths: Master the Curriculum Maths is everywhere across F1 and F2, both indoors and outdoors. In addition, it is promoted through strands of EY REC through stories and rhymes N1 children will start from the beginning of the cycle.</p>		<p>Autumn – Starters: Number Songs Week 1 - Colours: Red, Blue, Yellow Week 2 - Colours: Green, Purple, Mix of Colours Week 3 - Match: Buttons and colours, Matching towers, Matching shoes Week 4 - Match: Match number shapes, Match shapes, Pattern: Handprints – big and small Week 5 - Sort: Colour, Size, Shape Week 6 - Sort: What do you notice? Guess the rule Week 7 - Number 1: Subitising, Counting, Numeral Week 8 - Number 2: Subitising – dice pattern, Subitising – random pattern, Subitising – different sizes Week 9 - Number 2: Counting, Numeral Week 10 - Pattern: Extend AB, Colour patterns, Extend AB – Outdoor patterns, AB – Movement patterns Week 11 - Fix my pattern, Extend ABC colour patterns, Extend ABC outdoor patterns Week 12 - Consolidation activities: Winter activity week</p>	<p>Spring – Starters: Number Songs Week 1 - Number 3: Subitising Week 2 - Number 3: Three Little Pigs, 1:1 counting, Numerals, Triangles Week 3 - Number 4: 1:1 counting, Numerals, Squares, Rectangles Week 4 - Number 4: Composition of 4 Week 5 - Number 5: 1:1 counting, Numerals, Pentagon Week 6 - Number 5: Composition of 5 Week 7 - Consolidate 1-5 Week 8 - Number 6: Introduce 10 Frame Week 9 - Height and Length: Tall and short; Long and short Week 10 - Mass: Relate to books: Three Little Pigs, Goldilocks Week 11 - Capacity Week 12 - Consolidation</p>		<p>Summer – Starters: Subitising and Revision Week 1 - Sequencing Week 2 - Positional Language Week 3 - More than / Fewer than Week 4 - Shape: 2D, Revisit pattern from Autumn Week 5 - Shape: 3D, Revisit pattern from Autumn Week 6 - Consolidation: More than / Fewer than, One more and one less Week 7 - Number: Composition of 1-5, Revision Week 8 - What comes after? Week 9 - What comes before? Week 10 - Numbers to 5 Week 11 - Consolidation: Activity Weeks – Summer Week 12 - Consolidation: Activity Weeks</p>




Each child will have a different starting point when entering F1, therefore 0-3 progression steps are included.	Number		Numerical Pattern	
	<p>0-3 Take part in finger rhymes with numbers. React to changes of amount in a group of up to three items. Counting-like behaviour, such as making sounds, pointing, or saying some numbers in sequence. Count in everyday contexts, sometimes skipping numbers</p>	<p>3-4 Fast recognition of up to 3 objects, without having to count them individually. Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5. Compare quantities using language: 'more than', 'fewer than'.</p>	<p>0-3 Combine objects like stacking blocks and cups. Put objects inside others and take them out again. Compare amounts by saying, 'lots', 'more', or 'the same'. Climb and squeeze themselves into different types of spaces. Build with a range of resources. Complete inset puzzles. Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'. Notice patterns and arrange things in patterns.</p>	<p>3-4 Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles, and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. Understand position through words alone – for example, "The bag is under the table" with no pointing. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'. Make comparisons between objects relating to size, length, weight, and capacity. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. Combine shapes to make new ones - an arch, a bigger triangle etc. Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Extend and create ABAB patterns. Notice and correct an error in a repeating pattern. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p>

Physical Development	Each child will have a different starting point when entering F1, therefore 0-3 progression steps are included.	Gross Motor Skills		Fine Motor Skills	
		<p>0-3 Clap and stamp to music. Enjoy starting to kick, throw and catch balls. Build independently with a range of appropriate resources. Walk, run, jump, climb and begin to use stairs independently. Spin, roll and independently use ropes and swings – for example, tyre swings. Sit on a push along wheeled toy, or use a scooter or tricycle. Develop manipulation and control. Explore different materials and tools. Show and increasing desire to be independent, such as wanting to feed themselves and dress or undress. Learn to use the toilet with help and then independently.</p>	<p>3-4 Continue to develop their movement, balancing, riding (scooters, trikes, and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg, and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks. Start taking part in some group activities which they make up for themselves, or in teams. Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. Match their developing physical skills to tasks and activities in the setting. Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing, and drying their hands thoroughly. Make healthy choices about food, drink, activity and toothbrushing.</p>	<p>0-3 Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.</p>	<p>3-4 Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Start eating independently and learning how to use a knife and fork. Show a preference for a dominant hand.</p>

	PE Lessons: Gross Motor	<p>Introduction to PE: Unit 1 To move safely and sensibly in a space with consideration of others. To develop moving safely and stopping with control. To use equipment safely and responsibly. To use different travelling actions whilst following a path. To work with others co-operatively and play as a group. To follow, copy and lead a partner.</p>	<p>Ball Skills: Unit 1 To develop rolling a ball to a target. To develop stopping a rolling ball. To develop accuracy when throwing to a target. To develop bouncing and catching a ball. To develop dribbling a ball with your feet. To develop kicking a ball.</p>	<p>Dance: Unit 1 To explore different body parts and how they move. To explore different body parts and how they move and remember and repeat actions. To express and communicate ideas through movement exploring directions and levels. To create movements and adapt and perform simple dance patterns. To copy and repeat actions showing confidence and imagination. To move with control and co-ordination, linking, copying and repeating actions.</p>	<p>Fundamentals: Unit 1 To develop balancing whilst stationary and on the move. To develop running and stopping. To develop changing direction. To develop jumping and landing. To develop hopping and landing with control. To explore different ways to travel.</p>	<p>Games: Unit 1 To work safely and develop running and stopping. To develop throwing and learn how to keep score. To play games showing an understanding of the different roles within it. To follow instructions and move safely when playing tagging games. To work co-operatively and learn to take turns. To work with others to play team games.</p>	<p>Gymnastics: Unit 1 To copy and create shapes with your body. To be able to create shapes whilst on apparatus. To develop balancing and taking weight on different body parts. To develop jumping and landing safely. To develop rocking and rolling. To copy and create short sequences by linking actions together.</p>
	Pencil Grip: Fine Motor	<p>Whole Hand / Palmer Grasp</p> 	<p>Overhand Grasp</p> 	<p>4 Finger Grasp</p> 			
PSED Year 1 Progressive Links	Jigsaw PSHE	<p>Autumn Term 1: Being Me in My World I understand how it feels to belong and that we are all similar and different. I understand how feeling happy and sad can be expressed. I can work together and consider other people's feelings. I can use gentle hands and understand that it is good to be kind to people. I am stating to understand children's rights and this means we should all be allowed to learn and play. I am learning what being responsible means.</p> <p>Autumn Term 2: Celebrating Difference I know how it feels to be proud of something I am good at. I can tell you one way I am special and unique. I know that all families are different. I know there are lots of different homes. I can tell you how I could make new friends. I can use my words to stand up for myself.</p>	<p>Spring Term 1: Dreams and Goals I understand what a challenge means. I can keep trying until I can do something. I can set a goal and work towards it. I know some kind words which can encourage people. I can start to think about the jobs I might like to do when I'm older. I can feel proud when I achieve a goal.</p> <p>Spring Term 2: Healthy Me I know the names for some parts of my body and am starting to understand that I need to be active and healthy. I can tell you some of the things I need to do to be healthy. I know what the word 'healthy' means and that some foods are healthier than others. I know how to help myself go to sleep and that sleep is good for me. I can wash my hands and know it is important to do this before I eat and after I go to the toilet. I know who my safe adults are and how to stay safe if they are not close by me.</p>	<p>Summer Term 1: Relationships I can tell you about my family. I understand how to make friends if I feel lonely. I can tell you some of the things I like about my friends. I know what to say and do if somebody is mean to me. I can use 'Calm Me' time to manage my feelings. I can work together and enjoy being with my friends.</p> <p>Summer Term 2: Changing Me I can name parts of my body and show respect for myself. I can tell you some things I can do and some food I can eat to be healthy. I understand that we all start as babies and grow into children and then adults. I know that I grow and change. I can talk about how I feel moving to school from nursery. I can remember some fun things about nursery this year.</p>			

	<p>Each child will have a different starting point when entering F1, therefore 0-3 progression steps are included.</p>	<p>Self-Regulation</p> <p>0-3 Find ways to calm themselves through being calmed and comforted by their key person. Play with increasing confidence on their own or with other children because they know their key person is nearby and available. Feel strong enough to express a range of emotions. Begin to show 'effective control'. For example, waiting for their turn and resisting the strong impulse to grab what they want or push their way to the front. Be increasingly able to talk about and manage their emotions. Safely explore emotions beyond their normal age range through play and stories. Are talking about their feelings in more elaborate ways... "I'm sad because..." or "I love it when..."</p> <p>3-4 Increasingly follow rules, understanding why they are important. Do not always need an adult to remind them of a rule. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p>		<p>Managing Self</p> <p>0-3 Establish their sense of self. Find ways of managing transitions, for example from their parent to their key person. Thrive as they develop self-assurance. Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustrations and tantrums. Notice and ask questions about differences such as skin colour, types of hair, gender, special needs, disabilities etc.</p> <p>3-4 Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Develop their sense of responsibility and membership of a community. Show more confidence in new social situations. Develop appropriate ways of being assertive.</p>		<p>Building Relationships</p> <p>0-3 Engage with others through gestures, gaze, and talk. Develop friendships with other children.</p> <p>3-4 Becoming more outgoing with unfamiliar people in the safe context of their setting. Play with one or more children, extending and elaborating play ideas. Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spiderman in a game and suggesting new ideas. Talk with others to solve conflicts. Begin to understand how others might be feeling</p>	
<p>Oral Health</p>	<p>Statutory Requirement</p>	<p>Dental Decay is a growing issue across our country, and we understand the importance of promoting good oral health in EYFS. <u>Our curriculum will address the points below:</u></p> <ul style="list-style-type: none"> - Links to Healthy Me (Jigsaw) - Talking to children about the effects of eating too many sweet things - Promoting regular toothbrushing – twice a day for two minutes using fluoride toothpaste - Encouraging children to visit the dentist regularly (twice a year is recommended) - Encouraging parents to promote good oral health at home - Information leaflets - Non-fiction books linked to healthy eating and the dentist - Healthy eating displays - Snack areas / Snack time of key importance - Food technology linking to a range of EY REC texts <p><u>Oral Health Book Links (EY REC)</u></p> <ul style="list-style-type: none"> - My Mum and Dad Make Me Laugh - Goldilocks and the Three Bears - The Enormous Turnip - The Very Hungry Caterpillar - Rosie's Walk 					

Expressive Arts and Design	Each child will have a different starting point when entering F1, therefore 0-3 progression steps are included.	Creating with Materials		Being Imaginative and Expressive		
		<p>0-3 Start to make marks intentionally. Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. Use their imagination as they consider what they can do with different materials. Make simple models which express their ideas.</p>	<p>3-4 Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Create closed shapes with continuous lines and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. Explore colour and colour mixing.</p>	<p>0-3 Move and dance to music. Anticipate phrases and actions in rhymes and songs. Join in with songs and rhymes, making some sounds. Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.</p>	<p>3-4 Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down, and up) of familiar songs. Create their own songs or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas.</p>	
	Expectations for Drawing and Painting	<p>Autumn Scribble stage Recods of enjoyable kinaesthetic movements, no attempts at portraying the real world.</p> 	<p>Spring Stages of scribbling (random/controlled) Scribbles take on shapes, the first being circular movements.</p> 	<p>Summer Naming the scribbling Drawings may look like a scribble but children ascribe a meaning to them, e.g., this is a firework.</p> 		
Inspirational Artist Focus	<p>Autumn 1 – Jackson Pollock:</p>  <p>Year 1 Link – Art – Painting and Colour / Responding to Art</p>	<p>Autumn 2 – Wassily Kandinsky (Circle Focus ONLY)</p>  <p>Year 1 Link – Art – Painting and Colour / Responding to Art</p>	<p>Spring 1 – Henry Moore (Clay Work)</p> <p>Year 1 Link – Art – Sculpture and Form / Responding to Art</p> 	<p>Spring 2 – Anthony Gormley (Large and Small Scale)</p>  <p>Year 1 Link – Art – Sculpture and Form / Responding to Art</p>	<p>Summer 1 – Van Gogh (Observational Drawing)</p>  <p>Year 1 Link – Art – Drawing Line and Tone / Responding to Art</p>	<p>Summer 2 – Monet (Landscapes)</p>  <p>Year 1 Link – Art – Drawing Line and Tone / Responding to Art</p>

	EY REC Links	Bonfire Night Colour Master the Curriculum Colour mixing	Colour sorting Transient art Colour mixing Shape Master the Curriculum	Models Clay work Construction Mixed media Outdoor, large-scale art	Brick man Mini bricks Large and small creations	Growing and planting Naming parts of a flower Still life	Local locations Urban and countryside comparisons Journeys
Understanding the World	Each child will have a different starting point when entering F1, therefore 0-3 progression steps are included.	Past and Present		People, Culture and Communities		The Natural World	
		0-3 Make connections between the features of their family and other families.	3-4 Begin to make sense of their own life-story and family's history.	0-3 Notice differences between people.	3-4 Show interest in different occupations. Continue to develop positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	0-3 Repeat actions that have an effect. Explore materials with different properties. Explore natural materials, indoors and outside. Explore and respond to different natural phenomena in their setting and on trips.	3-4 Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Explore how things work. Plant seeds and care for growing plants. Understand the key features of the life cycles of plants and animals. Begin to understand the need to respect and care for the natural environment and all living things. Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice.
Inspiring Role Models <i>Year 1: History, Geography, Science, RE, Computing, Forest Schools</i>	Term Dates	Autumn		Spring		Summer	
	Role Models	Buzz Aldrin 		Nadiya Hussain 		Hamzar Yassin 	

	Recommended Texts	Buzz Aldrin: To the Moon and Back: My Apollo 11 Adventure I Want to be an Astronaut Look Inside: Space Little Kids First Big Book of Space		Nadiya's Bake me a Celebration Story Nadiya's Bake me a Festive Story Nadiya's Bake me a Story My Monster and Me Today I'm Strong		Ranger Hamza's Eco Quest Let's Go for a Walk Little Children's Nature Activity Book 1 Nature Trail: A Joyful Rhyming Celebration of Natural Wonders on our Doorstep						
	EY REC Links	Space: How to Catch a Star		Jigsaw – Healthy Me Growing and Planting Rosie's Walk, Goldilocks and the Three Bears, The Enormous Turnip		Forest Schools Understanding the World The Very Hungry Caterpillar, What the Ladybird Heard, We're Going on a Bear Hunt						
French	<p>Teaching Unit: Greetings Basic greetings in French, allowing for a simple, short exchange. Learn how to say, "My name is..." Ask the question, "How are you?" Learn three different responses to the question, "How are you?" Learn how to say, 'goodbye'. Learn how to say, 'see you later'.</p>		<p>Teaching Unit: Colours and Numbers Recognise and recall 10 colours. Recognise and recall numbers 1-10.</p>		<p>Teaching Unit: Under the Sea Learn the names of seven sea creatures. Explore the patterns and sounds of language through song.</p>							
Music	<p>Autumn Term 1 – Singing and Performing: "Hello" Songs Environmental Sounds</p> <p>Autumn Term 2 – Singing and Rhythm: Beat and Rhythm Make a sound like me</p>		<p>Spring Term 1 – Singing and Performing: Singing with simple musical elements</p> <p>Spring Term 2 – Rhythm and Composing: Make up own movements to songs they know</p>		<p>Summer Term 1 – Singing and Performing: Singing with performance features</p> <p>Summer Term 2 – Singing and Instrument: "Bear Hunt" Boomwhackers</p>							
SMSC and British Values	<p>Election Day! – Voting for Team Champions School Council Elections Harvest Festival Black History Month World Space Week Halloween</p>		<p>Bonfire Night Remembrance Anti-Bullying Week Diwali Inter-Faith Week Road Safety Week Odd Socks Day Children in Need Christingle Hanukkah Christmas</p>		<p>New Year World Religion Day Chinese New Year LGBT+ History Month Children's Mental Health Week Safer Internet Day Valentine's Day</p>		<p>Pancake Day Lent World Book Day British Science Week Red Nose Day Comic Relief Ramadan Easter</p>		<p>Local and Community History Month Mental Health Awareness Week World Bee Day</p>		<p>Pride Month World Environment Day Healthy Eating Week Water Safety Week World Refugee Day Sports Day Transition Month</p>	
WIDER OPPORTUNITIES												
Visits and Enrichments	<p>Baking Bread Brush Bus / Dentist Harvest and Church Visit Walk to the Post Box to Post a Letter Visit a Local Shop Wildlife Ranger / RSPB Visit Delivering a Food Package to the Local Community</p>		<p>Christmas Christingle Bonfire Pantomime Park Visit Police Visit Fire Brigade Visit Diwali Celebration with Indian Food Tasting and Dancing and Cooking Baking Festive Spiced Biscuits</p>		<p>Doctor/Nurse Lunar New Year: Visitor, Food Tasting and Cooking Garden Centre Visit to Buy Seeds for Next Term Making Pancakes World Book Day Making and Trying Porridge Baking Gingerbread Men Visit to an Allotment Visit to a Café</p>		<p>Park Ranger Visit to Local Wildlife Forest School Workshop Growing Vegetables or Plants Fruit and Vegetable Tasting</p>		<p>Chicks, Tadpoles and Zoolab Visit Farm Visit in the Countryside Forest School Workshop Making a Smoothie Making Salads Purple Pig Farm: Visit into School</p>		<p>Police Road Safety Art Gallery Visit Lolly Pop Person Sports Day School Fayre Visit to the Local Town Centre</p>	
Parental Involvement	<p>Parents' Evening Stay and Play (Phonics) Maths Morning Workshop Pre-Phonics Skills Workshop Stay and Read</p>		<p>Visits to Church Stay and Play (Christmas Crafts) Maths Morning Workshop Stay and Read</p>		<p>Lunar New Year Workshop Stay and Play – Gardening Focus Maths Morning Workshop Parents' Evening Stay and Read</p>		<p>Gardening Workshop Stay and Play – Food and Healthy Eating Focus Story Session Workshop Stay and Read</p>		<p>Stay and Play – Design and Technology / Model Focus Visit to the Farm Cooking Workshop</p>		<p>Stay and Play Sports Day Visit into Town Transition into Year 1 Meeting</p>	

Norbridge Academy (2025-2026)
Head of Academy: Rebecca Jackson

