



The Early Years Curriculum at Whitegate End Primary School

----- Adventure awaits! -----



Curriculum intent statement

WHY?

"You don't know where you're going until you know where you've been"

The foundation of Whitegate End's curriculum has been built upon the following values;

- * We nurture
- * We act with integrity
- * We show determination

Our inclusive Curriculum provides all children with a sense of belonging and an understanding of the contribution they can make to their Community and the wider world.

Our curriculum reflects the importance of play and oracy, and ensures children have the ambition and aspirations to form opinions and stand up for what they believe in.

Curriculum coverage

How?

The curriculum is carefully planned for and sequenced in accordance with what we know about early childhood development, ensuring we use the **right approach at the right time**.

The Characteristics of Effective learning (CoEL) are a high priority in developing children's behaviours for learning and executive function, and are introduced through the Learning Dinosaurs; Explorosaurus, Solvosaurus Rex, Pretendactyl, Pridosaur and Tryceratops. During the first half term children learn to identify the qualities of each dinosaur and adults spend much of their time within the provision; building relationships, nurturing friendships, modelling play and good communication skills, and promoting independence within the setting.

The Rainbow Challenges are initially used as a tool for embedding the CoEL. There are six challenges set each week, four of which the children have to seek out and complete within the indoor and outdoor provision independently, and two are adult led. During the second half term the provision-based Rainbow Challenges are linked closely to the Learning Dinosaurs and give the children the opportunity

to put the characteristics of effective learning (CoEL) into practice. The environment remains a priority although adults begin to deliver objective led activities as expectations of the children's independence grow.

Once the children are demonstrating a willingness to try to new things, are not afraid of failure, are able to explore solutions to their problems and show pride in their achievements The Rainbow Challenges shift focus to an observational approach. Each challenge is planned from collected observations of the children which highlight specific interests or ideas, misconceptions and needs within the setting. We aim to ensure each child 'inspires' at least one challenge each term.

When the children have become masters of the indoor and outdoor provision, adults in all areas of the unit will deliver objective led activities which include mark making and writing, a high quality text focus, maths and a 'Wonder'. 'Wonders' come from an exploration of a range of non-fiction texts where children share any questions or 'wonders' that arise. Each week a child's wonder will be explored through an adult led activity.

Basic provision is the open-ended resources in which we provide a foundation for play. Basic provision is changed at the end of each term and is enhanced with planned play-ideas, weekly, based on observations of the children. Enhancements are also used to draw and entice children who have been identified as not 'making the most' out of the provision on offer, back in.

The learning through play approach that is embedded into the WGE curriculum, across all year groups, is based upon the 4 stages of conscience competence (see appendix 1) and is designed to give children the opportunity to practise resilience.

At WGE we ensure that children are given opportunities to retrieve their knowledge from past learning and is built into everyday practise.

Autumn one

Nursery						
C&L	PSED	PD	Lit	Math	UW	EAD

<p>Sing a large repertoire of songs.</p> <p>Enjoy listening to stories and can remember much of what happens.</p>	<p>Increasingly follow rules, understanding why they are important.</p>	<p>Choose the right resources to carry out their own plan</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Go up steps and stairs, or climb up apparatus, using alternate feet.</p>	<p>Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing</p>	<p>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising')</p> <p>Say one number for each item in order: 1,2,3,4,5.</p> <p>Recite numbers past 5.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p>	<p>(Aut 2)</p>	<p>Take part in simple pretend play, using an object to represent something else even though they are not similar</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Listen with increased attention to sounds.</p>
Reception						
C&L	PSED	PD	Lit	Math	UW	EAD
<p>Learn new vocabulary.</p> <p>Engage in story times.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Understand how to listen carefully and why listening is important</p> <p>Develop social phrases</p>	<p>Manage their own personal hygiene</p>	<p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Further develop the skills they need to manage the school day successfully: - lining up and queuing – mealtimes</p> <p>Use their core muscle strength to achieve a</p>	<p>Read individual letters by saying the sounds for them</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p>	<p>Count objects, actions and sounds.</p> <p>Link the number symbol (numeral) with its cardinal number value.</p> <p>Subitise.</p> <p>Count beyond ten.</p>	<p>(Aut 2)</p>	<p>Develop storylines in their pretend play</p> <p>Explore and engage in music making and dance, performing solo or in groups</p>

		good posture when sitting at a table or sitting on the floor				
			Stage of writing process	Power Maths		
			Stage 1: Gross motor skills Stage 2: Bilateral integration	Have a deep understanding of number to 10, including the composition of each number. Subitise up to 5.		

Topic	Texts	Nursery objectives covered	Reception objectives	Notes/Ideas	Vocab
We are Bucket Fillers!		PSED Focus	PSED Focus		Tier 2

(including Dinosaur Learning)	Have You Filled a Bucket Today? Carol McCloud The Smeds and The Smoos, Julia Donaldson Freddie and the Fairy, Julia Donaldson The Lion inside, Rachel Bright Ruby's Worry, Tom Percival Augustus' Smile, Catherine Rayner The Ugly Duckling Elmer series	Develop their sense of responsibility and membership of a community Talk about their feelings using words such as happy, sad, angry, worried Understand gradually how others might be feeling	See themselves as a valuable individual Build constructive and respectful relationships Express feelings and consider the feeling of others Identify and moderate their own feelings socially and emotionally Show resilience and perseverance in the face of challenge Think about the perspective of others	Introducing CoEL dinosaurs Elmer Day	Kind/unkind Feelings, happy, sad Thoughts Full/empty Fill Dip
					Tier 3
					Bucket filling Bucket dipping Invisible

Autumn two

Nursery						
C&L	PSED	PD	Lit	Math	UW	EAD
Use talk to organise themselves and their play.	<p>Select and use activities and resources, with help when needed, to help them achieve a goal they have chosen, or one which is suggested to them.</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p>	Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm	Engage in extended conversations about stories, learning new vocabulary.	<p>Show 'finger numbers' up to 5.</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>Experiment with their own symbols and marks as well as numerals.</p> <p>Compare quantities using language: 'more than', 'fewer than'.</p>	(See topic plan below)	<p>Explore colour and colour-mixing</p> <p>Remember and sing entire songs.</p> <p>Sing the melodic shape of familiar songs.</p>
Reception						
C&L	PSED	PD	Lit	Math	UW	EAD
<p>Engage in non-fiction books</p> <p>Use new vocabulary through the day.</p> <p>Learn rhymes, poems and songs</p>	<p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly</p>	<p>Revise and refine the fundamental movement skills they have already acquired.</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including</p>	<p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words matched to the school's phonic programme.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their</p>	<p>Compare numbers</p> <p>Explore the composition of numbers to 10</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers.</p> <p>Automatically recall number bonds for numbers 0-5 and some to 10</p>	(See topic plan below)	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody</p> <p>Wonders</p>

		<p>dance, gymnastics, sport and swimming</p> <p>Combine different movements with ease and fluency</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p>	<p>understanding and enjoyment</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p>	<p>Subitise (recognise quantities without counting) up to 5.</p> <p>Verbally count beyond 20, recognising the pattern of the counting system.</p>		
			Stage of writing process	Power Maths		
			<p>Stage 3: Fine motor skills</p> <p>Stage 4: Dexterity</p>	<p>Have a deep understanding of numbers to 10, inc the composition of each number.</p> <p>Automatically recall number bonds to 5, and some to 10, including double facts.</p>		

Topic	Texts	Nursery objectives covered	Reception objectives covered	Notes/Ideas	Vocab
Living in a Material World	Izzy Gizmo, Pip Jones	UW Focus	UW Focus		Tier 2

<p>This topic is the foundation of the whole school Geography sequence</p>	<p>The Building Boy, Ross Montgomery What We'll Build, Oliver Jeffers Fairy Science, Ashley Spires Let's Build a House, Mick Manning</p> <p>The Three Little Pigs The Billy Goats Gruff The Elves and the Shoemaker</p>	<p>Use all senses in hands on exploration of natural materials</p> <p>Explore collections of materials with similar/different properties</p> <p>Talk about what they see and the differences between materials using a wide vocabulary</p> <p>Explore how things work</p> <p>Explore and talk about different forces they can feel</p>	<p>Explore the natural world around them</p>	<p>Rainbow challenges to link to dinosaurs</p> <p>Nursery Rhyme week (November) include signing</p>	<p>Address House Home Street Road Live Materials, glass, wood Build Construct Textures, rough, smooth</p>
					<p>Tier 3</p>
					<p>Detached/semi detached Terrace Bungalow Waterproof Insulator Man-made Natural</p>

Spring 1

Nursery						
C&L	PSED	PD	Lit	Math	UW	EAD

<p>Understand a question or instruction that has two parts.</p> <p>Pay attention to more than one thing at a time.</p>	<p>Remember rules without needing an adult to remind them.</p> <p>Show more confidence in new social situations.</p>	<p>Start taking part in some group activities which they make up for themselves which are related to music.</p> <p>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</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>Understand position through words alone – for example, “The bag is under the table,”</p> <p>Discuss routes and location, using words eg ‘next to’ and ‘under’</p> <p>Talk about/identify the patterns around them. Eg: stripes. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’ etc.</p> <p>Describe a familiar route.</p>	<p>(See topic plan below)</p>	<p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Sing the pitch of a tone sung by another person (‘pitch match’).</p> <p>Join different materials and explore different textures</p>
Reception						
C&L	PSED	PD	Lit	Math	UW	EAD
<p>Connect one idea or action to another using a range of connectives</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Use new vocabulary in different contexts.</p>	<p>Work and play cooperatively and take turns with others</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p>	<p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Use a range of small tools, including scissors, paintbrushes and cutlery.</p>	<p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words</p> <p>Form lower-case and capital letters correctly</p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p>	<p>Continue, copy and create repeating patterns.</p> <p>Compare length, weight and capacity</p>	(See topic plan below)	<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses</p> <p>Sing a range of well-known nursery rhymes and songs.</p>
			Stage of writing process	Power Maths		
			Stage 5: Letter formation	Have a deep understanding of number		

			Stage 6: Segmenting Labels and captions Lists	to 10, inc the composition of each number. Subitise up to 5. Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 Automatically recall number bonds up to 5 and some to 10, including double facts		
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Topic	Texts	Nursery objectives covered	Reception objectives covered	Notes/Ideas	Vocab
All Around the World		UW Focus	UW Focus		Tier 2

	<p>Martha Maps it out, Leigh Hodgkinson</p> <p>The Nature Girls, Delphine Mach</p> <p>A Ticket Around the World, Natalia Diaz</p> <p>The Suitcase, Chris Naylor</p> <p>Handa's Surprise</p> <p>Rosie's Walk</p> <p>The Gingerbread Man</p>	<p>Contribute developing positive attitudes about the differences between people</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</p>	<p>Draw information from a simple map</p> <p>Understand that some places are special to members of their community</p> <p>Recognise that people have different beliefs and celebrate special times in different ways</p> <p>Recognise similarities/differences between this country and other countries</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between religions/cultures, drawing on their experiences and what has been read.</p>	<p>Celebration of different countries week</p>	<p>Map</p> <p>Country/countries</p> <p>Ocean</p> <p>Land</p> <p>Street/road</p> <p>Live</p> <p>Home</p> <p>Animals</p> <p>Jungle</p> <p>Desert</p> <p>Artic/Antarctic</p>
					Tier 3
					<p>Route</p> <p>Direction</p> <p>Globe</p> <p>Habitat</p> <p>Symbol</p>

Spring 2

C&L	PSED	PD	Lit	Math	UW	EAD
<p>Use longer sentences of four to six words</p> <p>Start a conversation with an adult or a friend and continue it for many turns</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p>	<p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Be increasingly independent in meeting their own care needs.</p>	<p>Skip, hop, stand on one leg and hold a pose for a game like musical statues</p> <p>Collaborate with others to manage large items</p> <p>Show a preference for a dominant hand</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; writing 'm' for mummy.</p>	<p>Talk about and explore 2D and 3D shapes using informal mathematical language: 'sides', 'corners'; 'straight', 'flat'</p> <p>Make comparisons between objects relating to size, length, weight and capacity.</p> <p>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof</p> <p>Combine shapes to make new ones</p>	<p>(See topic plan below)</p>	<p>Use drawing to represent ideas like movement or loud noises.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p>
Reception						
C&L	PSED	PD	Lit	Math	UW	EAD
<p>Describe events in some detail.</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and</p>	<p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</p>	<p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Begin to show accuracy and care when drawing.</p>	<p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop</p> <p>Re-read what they have written to check that it makes sense.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>Select, rotate and manipulate shapes to develop spatial reasoning skills.</p> <p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p>	<p>(See topic plan below)</p>	<p>Create collaboratively, sharing ideas, resources and skills</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p>

<p>some in their own words.</p> <p>Listen to and talk about non-fiction to develop a deep familiarity with new knowledge and vocab.</p>		<p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p>	<p>Anticipate key events in stories.</p>			
			Stage of writing process	Power Maths		
			<p>Stage 7: Tricky words</p> <p>Stage 8: Sentence building</p> <p>Labels and captions</p> <p>Descriptions</p>	<p>Have a deep understanding of number to 10, including the composition of each number.</p> <p>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p>		

Topic	Texts	Nursery objectives covered	Reception objectives covered	Notes/Ideas	Vocab
This is Our Family (including Keeping Healthy) This topic is the foundation of the whole school History sequence	In Every House On Every Street, Jess. Grandad's Island, Benji Davies The Pirate Mums, Jodie Lancet-Grant The Invisible String, Patrice Karst The Invisible, Tom Percival Dragon Post, Emma Yarlett What Will I Be? Frances Stickley Oliver's vegetables Little Red Riding Hood The Three Bears	UW Focus	UW Focus	Visits from public service personnel	Tier 2
		Being to make sense of their own life-story and family's history	Talk about members of their immediate family and community	The Secret Reader	Health, healthy, unhealthy Exercise Hygiene Dentist Bones, muscles Rest Mental health Family members, son, niece Difference/similarities
		Show interest in different occupations	Name and describe people who are familiar to them Understands the importance of healthy food choices Talk about the lives of the people around them and their roles in society	Sponsored vegetable tasting week	Tier 3 Bacteria Cavity Energy Nutrients Generation

Summer 1

Nursery						
C&L	PSED	PD	Lit	Math	UW	EAD
<p>Use a wider range of vocabulary.</p> <p>Understand 'why?' questions.</p>	<p>Develop appropriate ways of being assertive.</p> <p>Talk with others to solve conflicts.</p>	<p>Continue to develop their movement, balancing, riding and ball skills.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p>	<p>Write some letters accurately</p>	<p>Solve real world mathematical problems with numbers up to 5.</p> <p>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p>	<p>(See topic plan below)</p>	<p>Develop their own ideas and then decide which materials to use to express them</p> <p>Respond to what they have heard, expressing their thoughts and feelings</p> <p>Create their own songs</p>
Reception						
C&L	PSED	PD	Lit	Math	UW	EAD
<p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Participate in small group, class and one-to-one</p>	<p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p>	<p>Develop overall body-strength, balance, co-ordination and agility.</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing,</p>	<p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Use and understand recently introduced vocabulary during</p>	<p>Have a deep understanding of number to 10, including the composition of each number.</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p>	<p>(See topic plan below)</p>	<p>Share their creations, explaining the process they have used.</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>

<p>discussions, offering their own ideas, using recently introduced vocabulary</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p>		hopping, skipping and climbing.	discussions about stories, nonfiction, rhymes and poems and during role play.			
			Stage of writing process	Power Maths		
			<p>Stage 8: Sentence building</p> <p>Descriptions</p> <p>Story (retell)</p> <p>Recount</p>	<p>Have a deep understanding of number to 10, including the composition of each number.</p> <p>Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>Compare quantities up to 10 in different contexts</p> <p>Explore and represent patterns within numbers to 10, inc evens/odds, double facts and equal distribution</p>		

Topic	Texts	Nursery objectives covered	Reception objectives covered	Notes/Ideas	Vocab
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Back in Time	The Story Machine, Tom McLaughlin Step Inside Homes Through History, Goldie Hawk Just Like Grandpa Jazz, Tara Gear The Darkest Dark, Chris Hadfield Taking Flight, Adam Hancher Dinosaur Lady, Linda Skeers The Little Red Hen Hansel and Gretel	UW Focus	UW Focus	Source a type writer	Tier 2
		Being to make sense of their own life-story and family's history	Comment on images of familiar situations in the past Compare and contrast characters from stories, including figures from the past Know some similarities/differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.	Moon landing	Space Flight Moon Mission Travel Earth Space/air craft Dinosaur Aeroplane
				The Wright Brothers – First flight	Bones Inventor, discovery
				Mary Anning - First palaeontologist	
				Dinosaur Week	
				The Runway Visitors Park visit	Tier 3
					Palaeontologist Astronaut Gravity Neil Armstrong Mary Anning Fossil Pilot Skeleton Derville and Wilbur Wright

Summer 2

Nursery						
C&L	PSED	PD	Lit	Math	UW	EAD
<p>Develop their pronunciation but may have problems saying some sounds (r, j, the, ch, sh) and multisyllabic words</p> <p>Be able to express a point of view and to debate when they disagree with an adult or a friend</p> <p>Develop their communication, but may continue to have problems with irregular tenses and plurals.</p>	Find solutions to conflicts and rivalries.	<p>Use a comfortable grip with good control when holding pens and pencils</p> <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips</p>	Write some or all of their name.	<p>Extend and create ABAB patterns – stick, leaf, stick, leaf.</p> <p>Notice and correct an error in a repeating pattern.</p>	(See topic plan below)	<p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p> <p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p>
Reception						
C&L	PSED	PD	Lit	Math	UW	EAD
<p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and</p>	ALL ELGs	ALL ELGs	Write simple phrases and sentences that can be read by others.	<p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p> <p>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some</p>	(See topic plan below)	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

<p>making use of conjunctions, with modelling and support from their teacher</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p>				number bonds to 10, including double facts.		
			Stage of writing process	Power Maths		
			Stage 8: Sentence building Story (retell) Recount Poetry Letters	Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity		

Topic	Texts	Nursery objectives covered	Reception objectives covered	Notes/Ideas	Vocab
Planet Protectors		UW Focus	UW Focus		Tier 2

	<p>Charlie Crow in the Snow, Paula Metcalf</p> <p>The Blue Giant, Katie Cottle</p> <p>Tree, Patricia Hegarty</p> <p>10 Thing I Can Do to Help the World, Melanie Walsh</p> <p>Little Bears Spring, Elli Woolard</p> <p>Michael Recycle, Alexandra Colombo</p> <p>The Enormous Turnip</p> <p>Jack and the Beanstalk</p>	<p>Plant seeds and care for growing plants</p> <p>Understand the key features of the life cycle of a plant and animal</p> <p>Begin to understand the need to respect and care for the natural environment</p> <p>Talk about changes they notice</p>	<p>Describe what they feel, see and hear whilst outside</p> <p>Recognise that some environments are different to the one in which they live</p> <p>Understand the effect of seasons on the natural world around them</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>Beach/Park Trip</p> <p>Bee Week</p>	<p>Environment Reuse, reduce, recycle Earth World Litter Animals Seasons</p>
					Tier 3
					<p>Ozone layer Extinct Habitat Oxygen</p>

Appendix

