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| **EYFS Curriculum**  **Intent:**  At Bocking we believe that by the end of the early years every child will be a kind, confident and skilful individual who is curious about the world around them. Working in a positive, caring and welcoming atmosphere the children are encouraged to feel secure yet challenged to achieve their best. We follow children’s interests which, we believe, encourages high levels of engagement and, therefore, development in all areas of the curriculum. Each child’s wellbeing is utmost in mind as we focus on the prime areas of the curriculum in order to provide the building blocks for development in literacy and early maths. We promote collaborative work, with plenty of hands on experiences that aims to engage all learners in our EYFS classroom.  **Aims:**  To ensure that all pupils   * Have a welcoming, well organised early years environment, enabling easy access to resources and the knowledge that they are encouraged to be independent in accessing what they need * Are given enough time and space to develop and follow interests; being challenged and encouraged via the child focus planning * Are encouraged to practise and refine taught language and communication skills in a safe, positive, inclusive way * Will be explicitly taught communication, phonic, reading, letter formation and early maths skills; with opportunities to embed these through play experiences * Have an opportunity to showcase skills they have refined at home via the Tapestry link for parents * Will be challenged through sustained shared thinking with all adults and be aware of their next steps in order to improve and refine skills   **Implementation:**   * In the EYFS we follow the children’s interest through overarching * We use the development matters guidance to carry out assessment and for curriculum guidance * We have 3/4 focus children each week and we carry out focused observations and interactions with those focus children in order to move their learning on. Their interests are used to enhance the continuous provision that is always available each day * Key skills are practised during linked provision * We use Talk 4 Writing as a tool to develop story language and story structures and helicopter stories to encourage children to create their own stories. * There are “special” days and events during the year to either link to a topic, provide a stimulating experience or contribute to the wider community * A variety of assessment is made, mainly through play with the children and interactions on a daily basis and the more summative assessment of phonic knowledge, maths knowledge, and individual reading. * We run a free flow of indoors and outdoors during continuous provision | |
| Unit Title: | Super Duper You: Amazon.co.uk: Henn, Sophy, Henn, Sophy: 9780141385488:  BooksSuper Me! / Colour |
| Term: | Autumn 1 |
| Week beginning: | 05.09.22 |
| About Elmer - ElmerCommunication and Language: | ‘Curiosity cube’ as a ‘hook’ for topic books – encouraging children to ask questions and explore new vocabulary (surrounding emotions).  Circle times and adult modelling to develop children’s social phrases.  Play listening games within TOPS time.  Daily story time and encouragement to share stories in continuous provision.  Use Makaton in rhyme and songs.  Use story maps and helicopter stories to remember longer stories.  (DM 3 and 4 years)   * Use a wider range of vocabulary * Develop communication with adults and children * Start a conversation with an adult or a friend and continues it for many turn * Enjoy listening to longer stories and can remember much of what happens. * Understands ‘why’ questions   (DM Reception)   * Develop social phrases (good morning, would you like to play…) * Use new vocabulary through the day * Understand how to listen carefully and why listening is important * Engages in story times |
| Physical Development: | Finger gym activities within continuous provision.  Give children opportunities to use scissors, pencils, and paintbrushes.  SCS PE sessions  ‘Squiggle While You Wiggle’ and ‘Play Doh Disco’ sessions.  Encourage children to independently use classroom ‘Imagination Station’ and writing area.  (DM 3 and 4 years)   * Start to take part in some group activities which they make up for themselves * Choose the correct resources to carry out their own plan * Use a comfortable grip with good control * Show a preference for a dominant hand * Be increasingly independent as they get dressed and undressed   (DM Reception)   * Revise and refine rolling, crawling, walking, jumping, running, hopping, skipping, climbing. |
| Personal, Social and Emotional Development: | Learn to use classroom areas, initiating and extending play ideas with peers.  Adults modelling play.  Focus on the story of ‘The Colour Monster’, to explore different emotions and encourage children to express themselves.  Come up with class rules.  Look at the stories ‘Elmer’ and ‘Super Duper You!’  (DM 3 and 4 years)   * Select and use activities and resources when needed * Being outgoing with more familiar people in safe context of their setting * Play with one or more other children extending and elaborating play ideas * Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. * Increasingly follow rules, understanding why they are important * Remember rules without needing an adult to remind them.   (DM Reception)   * Sees themselves as a valuable individual * Expresses their feelings and considers the feelings of others |
| Literacy: | Focus on name writing, letter, and number formation.  Children to use name cards daily to practise name writing independently.  Daily ‘Success for All Phonics’ sessions.  Pick out vocabulary from topic books to look at meaning.  Writes a shopping list in role play shop.  (DM 3 and 4 years)   * Understand the five key concepts about print * Engages in extended conversations about stories, learning new vocabulary * 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. * Write some or all their name * Write some letters accurately |
| Mathematics: | Follow White Rose, CPA and Mastery approach.  Baseline assessments  Adult initiated activities to consolidate learning and to question understanding.  Create a repeating pattern on a fruit kebab.  (DM 3 and 4 years)   * 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’) * Compare quantities using language: ‘more than’, ‘fewer than’. * Make comparisons between objects relating to size, length, weight, and capacity. * Extend and create ABAB patterns. Notice and corrects an error in a pattern.   (DM Reception)   * Counts objects, actions, and sounds. * Counts beyond 10 |
| Understanding the World: | Use ‘Chatterboxes’ and circle times to share interests.  Explore water tray, mud kitchen and sandpit.  Signs of autumn, exploring the change in colour ‘orange leaves’.  During circle time, talks about their family and who is important to them.  Draws who lives in their house.  (DM 3 and 4 years)   * Uses their senses in hands on exploration of natural materials * Begins to make sense of their own life   (DM Reception)   * Talk about members of their immediate family * Understand the effect of changing seasons on the natural world around them |
| Expressive Arts and Design: | Self portraits  Explore colour mixing.  Create own colour monster, looking at its emotion.  Designs their own patch on Elmer.  (DM 3 and 4 years)   * Takes part in simple pretend play * Makes imaginative and complex small world with blocks and construction kits * Develop their own ideas and decide what material to use to express them. * Explore colour and colour mixing * Show different emotions in their drawing * Develop their own ideas and decide what material to use to express them. |

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| Aims: | To ensure that all pupils:   * Will be explicitly taught phonics, letter formation and early maths skills; with opportunities to embed these through their own experiences. * Are given enough time and space to develop and follow their own ideas. * Are encouraged to refine communication and social skills. * Have an opportunity to showcase what they have learnt via Tapestry and within their learning journal. * Will be challenged through sustained shared thinking with peers and teachers. |
| Implementation: | * Development Matters is used as curriculum guidance. * We focus on a group of children each week, whose understanding is assessed against the Development Matters. This enables us to identify targets and mould our future planning/ continuous provision. * Inspiring topics are planned to spark children’s interests and encourage an element of awe and wonder. * We use Talk 4 Writing as a tool to develop story language and story structures, children retell stories with actions. * The concrete, pictorial and abstract approach is embedded in our maths lessons to promote a deep understanding and ability to reason. * We run a free flow of indoor and outdoor provision, which allows children to embrace the use of the whole environment. |
| Term: | Autumn 2 (WB: 31.10.22) |
| Unit title: | Our World |
| Why is Owl Babies thought suitable for very young children? | Children's  books | The GuardianCommunication and Language: | ‘Curiosity cube’ as a ‘hook’ for topic books – encouraging children to ask questions, make predictions and explore new vocabulary.  Use class ‘vocabulary tree’ to revisit new vocabulary.  Circle times and adult modelling to develop listening skills (i.e., looking at the person who is talking).  Daily story time and encouragement to share stories in continuous provision, as well as for pleasure at home (encouraged through reading challenges).  Learn the songs for the Nativity.  Use story maps and actions to remember longer stories.  (DM 3 and 4 years)   * Use a wider range of vocabulary * Understands a question or instruction that has 2 parts * Uses longer sentences of four to six words * Start a conversation with an adult or a friend and continues it for many turns * Enjoy listening to longer stories and can remember much of what happens * Sings a large repertoire of songs   (DM Reception)   * Use new vocabulary through the day * Describes events in some detail * Understand how to listen carefully and why listening is important * Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words |
| Physical Development: | Finger gym activities within continuous provision.  Give children opportunities to use scissors, pencils, and paintbrushes.  SCS PE and teacher lead sessions.  Create movements like a firework – spin like a Catherine wheel.  ‘Squiggle While You Wiggle’ and ‘Play Doh Disco’  Encourage children to independently use classroom ‘Imagination Station’ and writing area to mark make and refine small motor skills.  (DM 3 and 4 years)   * Use a comfortable grip with good control * Show a preference for a dominant hand * Be increasingly independent as they get dressed and undressed   (DM Reception)   * Progress towards a more fluent style of moving, with developing control * Develop their small motor skills so that they can use a range of tools competently, safely, and confidently * Further develop the skills they need to manage the school day successfully (i.e., lining up). |
| Personal, Social and Emotional Development: | Learn to use classroom areas appropriately, extending play ideas with peers.  Talk about our school community and values: reflect on how we can demonstrate these values.  Use ‘Owl Babies’ to prompt discussions about a time we have felt worried.  Introduce class ‘Worry Monster’  (DM 3 and 4 years)   * Develop their sense of responsibility and membership of a community * Play with one or more other children extending and elaborating play ideas * Remember rules without needing an adult to remind them.   (DM Reception)   * Build constructive and respectful relationships. * Think about the perspectives of others. * Expresses their feelings and considers the feelings of others |
| Literacy: | Refine name writing, letter, and number formation.  Daily ‘Success for All’ phonics and reading sessions, followed by consolidation games i.e., ‘Pink Panther’ and North, South, East and West.  Pick out vocabulary from topic books to look at meaning.  Write CVC words, by applying segmenting and blending skills.  Explore writing opportunities in Santa’s Workshop, i.e., cards, present labels.  (DM 3 and 4 years)   * Engages in extended conversations about stories, learning new vocabulary * Write some letters accurately   (DM Reception)   * Reads individual letters by saying the sounds for them * Blends sounds into words * Spell words by identifying the sounds and then writing the sound with letter/s |
| Mathematics: | Follow White Rose, CPA and Mastery approach.  Adult led activities to consolidate learning and encourage reasoning skills.  Encourage children to challenge their brain, by practising what we have learnt during their ‘busy time’.  Understand the value of numbers, i.e., the oneness of one.  (DM 3 and 4 years)   * Understands position (i.e., in front)   (DM Reception)   * Subitise (develop fast recognition, without needing to count) * Link the number symbol (numeral) with its cardinal number value. * Explore the composition of numbers * Compose and decompose shapes |
| Understanding the World: | Look at ‘The Jolly Christmas Postman’ and talk about the job of a postman.  Continue to explore the change in season and discuss what this means for the world around us (i.e., animals, industries, and different countries).  Explore different festivals and celebrations across the world – compare Christmas traditions in different countries and historically.  Visit the church for the Nativity – talk about different places of worship.  (DM 3 and 4 years)   * Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. * Show interest in different occupations.   (DM Reception)   * Describe what they see, hear, and feel whilst outside. * Understand the effect of changing seasons on the natural world around them. * Recognise some environments that are different. |
| Expressive Arts and Design: | Tunefully sing Nativity songs and create props.  Draw a firework from observation.  Create a poppy for Remembrance Day.  Participate in STAVE house, violin lessons.  (DM 3 and 4 years)   * Remember and sing entire songs. * Play instruments with increasing control   (DM Reception)   * Sing in a group or on their own, increasingly matching the pitch and following the melody. * Develop storylines in their pretend play |

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| Implementation: | * Development Matters is used as curriculum guidance. * We focus on a group of children each week, whose understanding is assessed against the Development Matters. This enables us to identify targets and mould our future planning/ continuous provision. * Inspiring topics are planned to spark children’s interests and encourage an element of awe and wonder. * We use Talk 4 Writing as a tool to develop story language and story structures, children retell stories with actions. * The concrete, pictorial and abstract approach is embedded in our maths lessons to promote a deep understanding and ability to reason. * We run a free flow of indoor and outdoor provision, which allows children to embrace the use of the whole environment. |
| Term: | Spring 1 (WB: 05.01.23) |
| Unit title: | Superheroes |
| Stimulus: | Superhero day – children come in dressed as their favourite superhero, or their hero. Children participate in superhero inspired activities throughout the day. |
| Superworm : Donaldson, Julia, Scheffler, Axel: Amazon.co.uk: BooksCommunication and Language: | ‘Curiosity cube’ as a ‘hook’ for topic books – encouraging children to ask questions and suggest ideas for i.e., how we can save the vegetables from the evil pea.  Use class ‘vocabulary tree’ to revisit vocabulary.  Daily story time and encouragement to share stories in continuous provision, as well as for pleasure at home (encouraged through reading challenges).  Use of story maps and actions to remember longer stories.  Talk about what super power we would have and share, why.  Use topic related vocabulary spontaneously in ‘Heroes HQ’ and practise communication, by pretending to answer the phone saying, “Good morning, Heroes HQ, how may I help you?”  (DM 3 and 4 years)   * Understand ‘why questions’ * Use talk to organise themselves * Develop their communication but may continue to have problems with irregular tenses and plurals   (DM Reception)   * Use new vocabulary in different contexts * Articulate their ideas and thoughts in well-formed sentences * Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words |
| Physical Development: | Finger gym activities within continuous provision and ‘Busy Groups’.  Give children opportunities to use scissors, pencils, and paintbrushes.  SCS PE and teacher lead sessions, focusing on ball skills.  ‘Squiggle While You Wiggle’ and ‘Play Doh Disco’  Encourage children to independently use classroom ‘Imagination Station’ and writing area to mark make and refine small motor skills.  Superhero inspired obstacle courses.  (DM 3 and 4 years)   * Use a comfortable grip with good control * Use one-handed tools and equipment * Be increasingly independent as they get dressed and undressed   (DM Reception)   * Progress towards a more fluent style of moving, with developing control * Develop their small motor skills so that they can use a range of tools competently, safely, and confidently * Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming * Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball |
| Personal, Social and Emotional Development: | Use classroom areas appropriately to develop play ideas.  Talk about our school community and values: reflect on how we can demonstrate these values.  Explore ways we can support our own health and wellbeing.  Visit from dentist.  Discuss how we can keep safe, talking about stranger danger.  Complete ‘acts of kindness challenges.’  (DM 3 and 4 years)   * Develop their sense of responsibility and membership of a community * Find solutions to conflicts and rivalries * Remember rules without needing an adult to remind them * Make healthy choices about food, drink, activity and toothbrushing   (DM Reception)   * Know and talk about the different factors that support their overall health and wellbeing:   • regular physical activity  • healthy eating  • toothbrushing  • sensible amounts of ‘screen time’  • having a good sleep routine  • being a safe pedestrian   * Show resilience and perseverance in the face of challenge |
| Literacy: | Refine name writing, letter, and number formation.  Daily ‘Success for All’ phonics and reading sessions, followed by consolidation games i.e., ‘Pink Panther’ and North, South, East and West.  Pick out vocabulary from topic books to look at meaning.  Write CVC words and short sentences, by applying segmenting and blending skills.  Write speech bubbles for characters in a story.  Explore writing opportunities in ‘Heroes HQ’ i.e., Mission slips.  Label parts of the body.  (DM 3 and 4 years)   * Engages in extended conversations about stories, learning new vocabulary * Develop phonological awareness   (DM Reception)   * Reads individual letters by saying the sounds for them * Read some letter groups that each represent one sound and say sounds for them * Form lower-case and capital letters correctly * Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words * Spell words by identifying the sounds and then writing the sound with letter/s |
| Mathematics: | Follow White Rose, CPA and Mastery approach.  Adult led activities to consolidate learning and encourage reasoning skills.  Encourage children to challenge their brain, by practising what we have learnt during their ‘busy time’.  Explore the composition of numbers to eight, one more/ less and capacity.  Use maths meetings to practise recalling number bonds to 5.  Make a Numicon shape city.  Dial telephone numbers in role play.  (DM 3 and 4 years)   * Compare sizes, weights etc. using gesture and language ‘bigger/little/smaller’, ‘high/low’, ‘tall’, ‘heavy’   (DM Reception)   * Understand the ‘one more than/one less than’ relationship between consecutive numbers * Compare length, weight and capacity * Link the number symbol (numeral) with its cardinal number value * Explore the composition of numbers |
| Understanding the World: | Use Bee-Bots to navigate around a map.  Write ‘secret codes’ using white wax crayons, discovering the codes by painting over the top with watery paint – observe what happens.  Discuss the different forces that superheroes can possess  Talk about what makes a good superhero car and what makes it so fast?  Look at old superhero programmes and comic books.  Explore prior knowledge of different occupations ahead of Spring 2 topic ‘People Who Help Us’  (DM 3 and 4 years)   * Explore how things work   (DM Reception)   * Understand the effect of changing seasons on the natural world around them * Comment on images of familiar situations in the past * Draw information from a simple map |
| Expressive Arts and Design: | Create capes and masks.  Build superhero hideouts and dens.  Draw comic illustrations.  Participate in weekly STAVE house, violin lessons.  (DM 3 and 4 years)   * Play instruments with increasing control * Use drawing to represent ideas like movement or loud noises   (DM Reception)   * Listen attentively, move to and talk about music * Create collaboratively, sharing ideas, resources, and skills * Develop storylines in their pretend play |