

<p>Phase 1 Curriculum Plan Year B 2024 - 2025 Year B 2026 - 2027 Autumn Term</p>	<p>Who am I? What makes me special? How is our class a family? What makes a family?</p>	<p>Autumn What changes do we notice in Autumn? How is it different to other seasons? How do the trees change?</p>	<p>Why do people celebrate? How do we celebrate getting older? What do people eat at celebrations? Are all weddings the same?</p>	<p>What stories are important to us? The First Christmas</p>
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<p>Writing</p>	<p>To Entertain Poetry</p>	<p>Vocabulary</p>	<p>To Entertain All About Me Books</p>	<p>Vocabulary</p>	<p>To Entertain</p>	<p>Vocabulary</p>	<p>To Inform Special People Books</p>	<p>Vocabulary</p>
	<p>Senses Poem</p> <p>We will be learning a senses poem using a text map and actions.</p> <p>We will use our senses to explore the world and expand our vocabulary.</p>	<p>See Hear Touch Smell Taste Eyes Ears Skin Nose Tongue Poem Poetry</p>	<p>Children will create their own books which share important things about them.</p>	<p>Me My name I am Three Four Mum Dad Happy I like Play</p>	<p>We will be focussing on traditional stories this half term. We will learn a simplified version of The Gingerbread Man</p> <p>We will be looking at alternative versions of The Gingerbread Man, before creating our own version of the story.</p>	<p>Old Man Old Woman Gingerbread Man Cheeky Dog Cat Pig Sly Fox Author Illustrator</p>	<p>Children will create their own books about the people who are special to them.</p>	<p>Mummy Daddy Baby Brother Sister Grandma Grandpa Friend Teacher Carer</p>

<p>Nursery Writing Progression</p>	<ul style="list-style-type: none"> Children explore a range of mark-making tools and begin developing hand and finger strength. They make marks freely and give simple meaning to them. They show interest in print and begin recognising their name card. Their pencil grasp begins to develop, often still using a full-handed grip. 	<ul style="list-style-type: none"> Children make intentional marks with improving control, experimenting with lines and shapes. They talk about their marks and begin noticing letters in their name. They understand that print carries meaning. Their pencil grip begins moving towards a more controlled thumb-and-finger grasp.
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<p>Reception Writing Progression</p>	<ul style="list-style-type: none"> Develop correct pencil grip and hand strength. Make marks with meaning ("This says mum"). Hear and say initial sounds in words. Form some taught letters correctly (Set 1). Write own name using taught letters. 		<ul style="list-style-type: none"> Children make intentional marks with increasing control and experiment with lines, circles and patterns. They talk about the marks they make and begin to notice letters in their name. They understand that print carries meaning and may "write" through scribbles or letter-like shapes. Their pencil grip begins to move towards a tripod or thumb-and-finger grasp with support.
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<p>Nursery Phonics</p>	<p style="text-align: center;">Environmental and Instrumental Sounds</p> <p>Mrs Ross has a box....</p> <p>Grandmother's Footsteps</p> <p>Teddy is lost in the Jungle</p>		<p style="text-align: center;">Body Percussion</p> <p>Move to a beat March Stomp Splash</p> <p>The Postman Song - Name recognition</p> <p>Mark making to a beat</p>
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<p>Reception Phonics We use Read Write Inc as our government approved SSP scheme.</p>	<p style="text-align: center;">Teaching Sequence</p> <p>Children are taught their Set 1 sounds m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, sh, h, r, j, v, w, x, y, z, th, ch, qu, ng, nk</p>	<p style="text-align: center;">Expected Outcomes</p> <p>Read all single letter set 1 sounds</p>	<p style="text-align: center;">Teaching Sequence</p> <p>Recap on set 1 special friends: th, ch, qu, ng, nk Children are taught to blend sounds into words orally. Children are taught to blend single-letter sounds (word time 1.1-1.4)</p>	<p style="text-align: center;">Expected Outcomes</p> <p>Read all set 1 sounds. - Blend sounds into words orally.</p>
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<p>Nursery Comprehension</p>	<p>I can listen to a short story for a little while. I can look at the pictures and show what is happening.</p>
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<p>Reception Comprehension</p>	<p>Listening comprehension of instructions. Immerse children in topic related/unfamiliar vocabulary.</p>
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Literacy & Early Reading

Writing ELG

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.

Comprehension ELG

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Word Reading ELG

ELG Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Autumn Term								ELG Outcomes	
Nursery Mathematics We use White Rose Maths to support planning our Early Years Maths.	More than fewer than, same Old Macdonald had a Farm   Full, Full, Full of Love by Trish Cooke	Explore and build with shapes and objects  	Explore repeats  Twinkle Twinkle Little Star   Polly put the kettle on 	Hear and say number names  1,2,3,4,5, once I caught a fish Alive One Man went to Mow 	Begin to order number names One Potato, Two potato  One, two buckle my shoe 	I see 1,2,3  Goldilocks and the Three Bears  The Three Billy Goats Gruff 	Join in with repeats  Run, run as fast as you can! Identify patterns around them. 	Explore position and shapes   Hoaky Coaky 	ELG: Number Children at the expected level of development will: <ul style="list-style-type: none"> • Have a deep understanding of numbers to 10, including the composition of each number. • Subitise (recognise quantities without counting) up to 5. • 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. ELG: Numerical Patterns Children at the expected level of development will: <ul style="list-style-type: none"> • Verbally count beyond 20, recognising the pattern of the counting system. • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
	Vocabulary More Fewer Same comparison  Big Bigger Small Smaller	Repeat Pattern	Number One Two Three	Order Sequence	One Two Three	Stripes Dots	Under On Top Behind In front Next to		
Reception Mathematics We use White Rose Maths to support planning our Early Years Maths.	Reception Baseline	Match, sort and compare	Talk about measures and patterns	It's me 1,2,3	Circles and Triangles	1,2,3,4,5	Shapes with 4 sides	ELG: Numerical Patterns Children at the expected level of development will: <ul style="list-style-type: none"> • Verbally count beyond 20, recognising the pattern of the counting system. • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. 	
	 Odd One Out Show children 4 shapes eg 3 triangles and 1 circle. Ask them which one is the odd one out?  comparison 	Matching pairs of socks Matching numicon shapes Matching Shapes     	  	 	 	  			
Vocabulary	Match Sort Compare Shapes Odd	Match Sort Pair Big Small Pattern Spots Zig-Zag	One More One Less Altogether	Circle Triangle In On Under Over	Subitising One more One Less Composition	Rectangle Square Four Side Day Night			

Personal, Social and Emotional Development

Who am I?




We will be talking about different families.

We will be thinking about what makes us each special and unique.

All about feelings



cause & effect

We will be learning all about different emotions.



culture & community






ELG: Self-Regulation

Children at the expected level of development will:

- Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- 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.

ELG: Managing Self

Children at the expected level of development will:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

ELG: Building Relationships

Children at the expected level of development will:

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

Expressive Arts and Design

Focus Artist: Wassily Kandinsky



We will be learning to correctly use felt tipped pens when looking at the piece 'Black and Violet.'



We will create a class art piece inspired by Kandinsky.

Focus Artist: Georgia O'Keeffe



We will be learning about appraisal and sharing out thoughts and feelings about work from famous artists.



We will be drawing flowers using different mediums.

challenge

cause & effect

ELG: Creating with Materials

Children at the expected level of development will:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used. 16
- Make use of props and materials when role playing characters in narratives and stories.

ELG: Being Imaginative and Expressive

Children at the expected level of development will:

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.




We will learn the songs 'It's okay to be different' and 'Autumn Leaves are falling down'



We will be completing self-portraits.



We will be learning about and will perform the Christmas Nativity Story

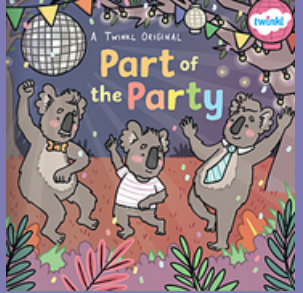


culture & community

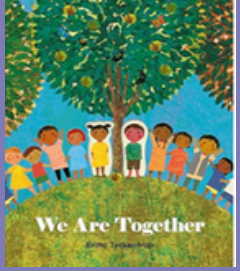
Understanding the World

Physical Development

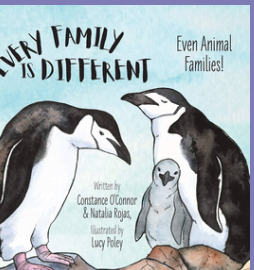
Who am I?
What makes me special?
How is our class a family?
What makes a family?




We will consider inclusion and diversity through a range of texts.



How is our class a family?



We will be talking about our own families and finding out about different types of families.



Autumn
What changes do we notice in Autumn?
How is it different to other seasons?
How do the trees change?



We will be learning about different animals that hibernate.




What changes do we notice in Autumn and why do those changes happen?



Why do people celebrate?
How do we celebrate getting older?
What do people eat at celebrations?
Are all weddings the same?




We will be learning about different types of weddings.





We will be finding out about weddings in different cultures.

What stories are important to us?
The First Christmas



We will be finding out what food is eaten at celebrations around the world.






We will find out about Christian beliefs around Christmas.

ELG Outcomes

ELG: Past and Present
Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and 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.


ELG: People, Culture and Communities
Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.


ELG: The Natural World
Children at the expected level of development will:

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- 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.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

PE Fundamentals - Introduction to PE




Run



Children will be able to:

- Move around safely with control.
- Have awareness of others and items in the teaching space.
- Take turns when instructed
- Move for longer


Throw




Vocabulary

avoid
backwards
forwards
safe
sideways
freeze
space
stop
partner


Balance



Jump




Crawl






Dance

Children will be able to:

- Be bare foot for dance.
- Move around safely and with control.
- Have an awareness of others in the teaching space.



Children will develop their expressive movement to the topic of 'places'.

Vocabulary

action
direction
fast
high
low
quickly
slowly
start position
finish position

ELG: Gross Motor Skills

Children at the expected level of development will:

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
 - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

ELG: Fine Motor Skills
Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases
- Use a range of small tools, including scissors, paint brushes and cutlery.
 - Begin to show accuracy and care when drawing.