


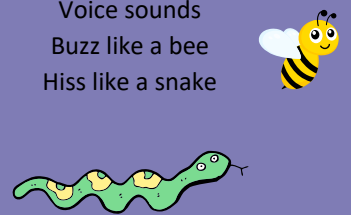
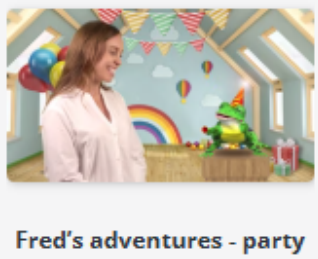



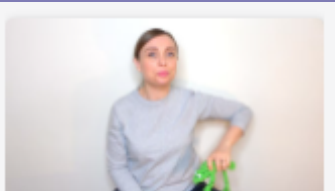

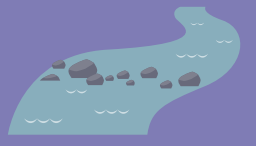
<p>Phase 1 Curriculum Plan Year A 2023 - 2024 Year A 2025 - 2026 Summer Term ELG Outcomes</p>	<p>Life cycles What happens to a caterpillar as it grows? How does a caterpillar change into a butterfly? What do butterflies need to live and grow? Why are butterflies important in nature?</p>	<p>Planting and Growing What do seeds need to grow? How do plants change as they grow? How can we take care of plants? When do flowers bloom?</p>	<p>Summer What do we wear in summer? What is the weather like in summer? What can we do on a sunny day? What do we see at the beach?</p>	<p>Pirates What is a shipwreck? How does a ship sink? Who works to explore shipwrecks? What can we find under the sea?</p>	<p>ELG Outcomes</p>
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	To Entertain	Vocabulary	To Entertain	Vocabulary	To Inform	Vocabulary	To Inform	Vocabulary	
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<p>Writing</p>	 <p>Children will talk about the characters and say what happens in the story using full sentences. They will describe the Giant using simple words and draw and label their ideas. Some children will write a short caption or simple sentence about the Giant using their phonics.</p>	<p>big mean angry loud greedy grumpy huge strong scary fierce tall sleepy</p>	<p>Animal Stories</p> <p>Children will create a book based on their favourite animal or an animal of their choice.</p> 	<p>Sound Blend Segment Sentence Capital letter Full stop Spacing Read it back</p>	<p>Things I like</p> <p>We will read Summer is and then write a short sentence or list of things we love doing in the Summer</p> 	<p>sun hot warm sand sea hat ice cream play swim bright</p>	<p>My Celebration Books</p> <p>Children will create a book based on celebrations and celebrations they enjoy and celebrate..</p> 	<p>Sound Blend Segment Sentence Capital letter Full stop Spacing Read it back</p>	<p>Children will use the story to talk about imagination and think of different ways a stick could be used in play. They will draw their own magical stick and label it using known sounds. Some children will write a simple caption such as "My stick is magic." Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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.
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<p>Nursery Writing Progression</p>	<ul style="list-style-type: none"> • Children use a more controlled tripod or thumb-and-finger grip more often. • They draw shapes and patterns that support future handwriting, such as zigzags, spirals, crosses and waves. • They attempt to copy some letters from their name and create letter-like strings to represent writing. • They begin linking sounds to letters through playful activities. 	<ul style="list-style-type: none"> • Children use mark-making for a purpose, such as making lists, labelling pictures or writing cards. • Their name writing begins to emerge, with some recognisable letters, especially the initial letter. • They show growing awareness of sounds in words and may attempt to match a sound to a letter. • Their mark-making shows increased control and readiness for early letter formation in Reception.
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<p>Reception Writing Progression</p>	<ul style="list-style-type: none"> • Write a simple sentence with support. • Use Fred fingers to spell most decodable words. • Use more Red Words (my, you, your, said). • Begin writing more independently with adult guidance. 		<ul style="list-style-type: none"> • Write a short, simple sentence using known phonics that can be read by self and others. • Use finger spaces independently. • Spell most decodable words correctly using Fred fingers. • Form most letters correctly and consistently. • Teacher models can include a capital letter and full stop to demarcate the sentence. • However, children are not expected to apply this in their writing until Y1.
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<p>Nursery Phonics</p>	<p>Voice sounds Buzz like a bee Hiss like a snake</p>  	<p>Fred Talk</p>  <p>change</p> 	 <p>Fred's kitchen</p>	 <p>Fred says - colours</p>	<p>I spy a c-a-t</p> 	<p>Cross the River</p> 
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<p>Reception Phonics We use Read Write Inc as our government approved SSP scheme.</p>	<p>Teaching</p> <p>Children are taught their set 2 sounds: ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy To recall previous common exception words and be exposed to new common exception words: your, said, you, be, are</p>	<p>Expected Outcome</p> <p>Read Green storybooks. - Read some set 2 sounds.</p>	<p>Word Recognition</p> <p>Children are taught their set 2 sounds: ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy Children are taught to blend words containing set 2 sounds Children to build speed of reading words containing set 1 sounds.</p>	<p>End of Summer Term Target</p> <p>Read Green or Purple storybooks. - Read some set 2 sounds</p>
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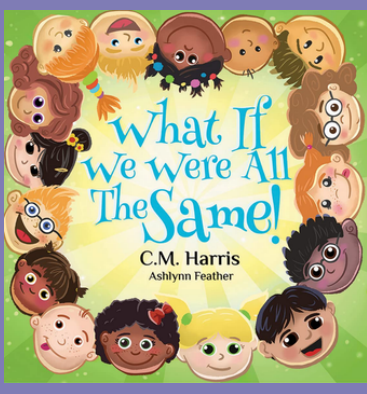
<p>Nursery Comprehension</p>	<p>I can say how a character might be feeling by looking at the pictures.</p>	<p>I can say something I liked about the story.</p>
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<p>Reception Comprehension</p>	<p>Simple, inference-based comprehension through verbal guided questioning.</p>	<p>Verbal, simple predictions. Recall simple definition for given vocabulary.</p>
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Consortium Develop - Create - Engage									ELG Outcomes
Summer Term									
Nursery Mathematics We use White Rose Maths to support planning our Early Years Maths.	Lead on Repeats The Enormous Turnip   Explore patterns in Art	Start to Puzzle  Sorting and matching  Shark in the Park!  Puzzles	Making Patterns Together Repeating Pattern   Hooray for Fish! Red Lorry, Yellow Lorry 	Make games and actions  'I can clap three' How many?  How many sounds did you hear?  Gorilla!	Show me Five 5 Little Monkeys 5 Currant Buns 5 Little Peas  Five wriggly babies	My own Pattern  Sequencing 	Stop at 1,2,3,4,5  Show me...  5 Little Elephants	Match, sort, compare  Alien's love Underpants 	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.
	Vocabulary pattern repeat same different	match sort pair fit	copy repeat order next	count how many more less	one two three four five	make create pattern repeat	count number show more	match sort big small	
Reception Mathematics We use White Rose Maths to support planning our Early Years Maths.	To 20 and Beyond 2 weeks challenge  We will begin to explore numbers beyond 10. We will be verbally counting and building numbers up to 20. We will also be looking for and continuing patterns up to 20.  MONSTER COUNTING BOOK 1 to 20  20 BIG TRUCKS IN THE MIDDLE OF THE STREET	How many now? 1 week We will learn all about taking away.  Mouse Count Ellen Stoll Walsh  5 Currant Buns 5 Sausages Sizzling in the Pan   Mr Gumpy's Outing John Burningham	Manipulate, compose and decompose 2 weeks This unit is all about shapes! We will build upon what we already know by rotating familiar shapes and making shape pictures.  THREE PIGS, ONE WOLF, AND SEVEN MAGIC SHAPES A MATHS READER We will be talking about shape arrangements.  Train	Sharing and grouping 2 Weeks We will be exploring how quantities can be distributed equally.  The Doorbell Rang by Pat Hutchins  THE SQUIRRELS WHO SQUABBLED We will look at sharing objects in a real life context. We will be exploring pattern rules and identifying units of repeat.  PATTERN BUGS TRUDY HARRIS Illustrated by Anna Connors Green 	Visualise, Build and Map 3 Weeks We will be exploring pattern rules and identifying units of repeat. We will be building and replicating scenes using construction resources. We will have fun exploring and creating maps.  Rosie's Walk By PAT HUTCHINS  MARTHA MAPS IT OUT LIZA KOPPEL   The Secret Path NICK BUTTERWORTH	Make Connections 1 Week	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 Eleven Twelve Thirteen Fourteen Fifteen Sixteen Seventeen Eighteen Nineteen Twenty	add take away left more less how many first next	shape 2D 3D corner side face join rotate	share equal fair group more less same together	next to behind in front on top under between around position	pattern repeat unit odd even double same different			

Personal, Social and Emotional Development

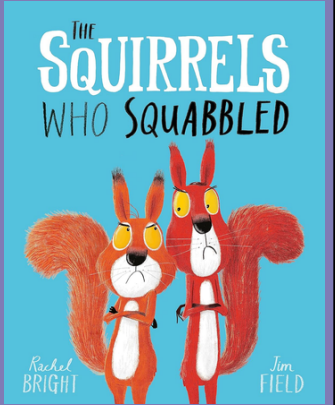
Are we all the same?



Do we all like doing the same things?



Why is it important to share?

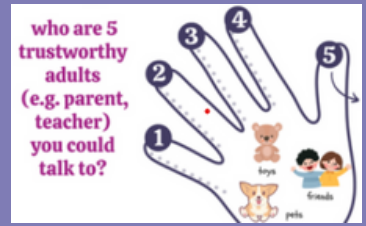


We are learning to share resources with others.

We are learning to take turns when we play games.

We are learning to join in and take part in 'pass the smile' circle time.

Who are my trusted adults?



We are learning to name our emotions?



I understand that rules keep me safe.

Our topic focus for this half term is Zaha Hadid: 3D buildings.



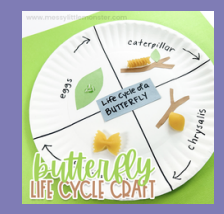
Could this be moved to somewhere else? This would be a great time for planting, making bird boxes ect

We will be looking at buildings that she designed.

Inspired by Hadid, we will be designing, making and painting our own fantasy buildings



We will represent the stages of the caterpillar lifecycle through various craft activities



We will learn and perform the song "There's a Tiny Caterpillar on a Leaf"



challenge



We will learn how to cut fruit safely.
We will make fruit skewers with yoghurt dip.
We will find out which foods help us stay healthy.
We will practise spreading and cutting when we make toast.

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.

Expressive Arts and Design



Sunflower artwork!



We will paint our own pirates!

Life cycles
What happens to a caterpillar as it grows?
How does a caterpillar change into a butterfly?
What do butterflies need to live and grow?
Why are butterflies important in nature?

Planting and Growing
What do seeds need to grow?
How do plants change as they grow?
How can we take care of plants?
When do flowers bloom?

Summer
What do we wear in summer?
What is the weather like in summer?
What can we do on a sunny day?
What do we see at the beach?

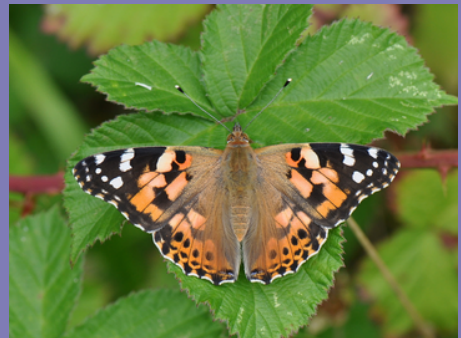
Pirates
What is a shipwreck?
How does a ship sink?
Who works to explore shipwrecks?
What can we find under the sea?

ELG Outcomes

Understanding the World



We will watch caterpillars grow and turn into butterflies.
We will talk about the changes we see.



change  



We will plant seeds and learn what helps them grow.
We will look closely at our plants each week to see what has changed.

cause & effect 



We will talk about summer and how the weather changes.
We will look at pictures and objects that show what summer is like.



We will learn about staying safe in the sun



We will follow simple treasure maps and make our own.
We will use our maps to find places in the outdoor area.



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.

Physical Development

Ball Skills

- Children will be taught too:
- Move around safely and with control.
 - Have an awareness of others and items in the teaching space.
 - Take turns when instructed.
 - To store equipment safely when not in use.



- Vocabulary**
- ball
 - catch
 - dribble
 - kick
 - partner
 - ready
 - roll
 - safely
 - score
 - space
 - target
 - throw

Games

- Children must be taught too:
- Move around safely and with control.
 - Have an awareness of others and items in the teaching space.
 - Take turns when instructed.
 - To store equipment safely when not in use.



- Vocabulary**
- aim
 - gallop
 - hit
 - hop
 - jump
 - lose
 - partner
 - run
 - safely
 - score
 - stop
 - tag
 - target
 - team
 - win

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.