





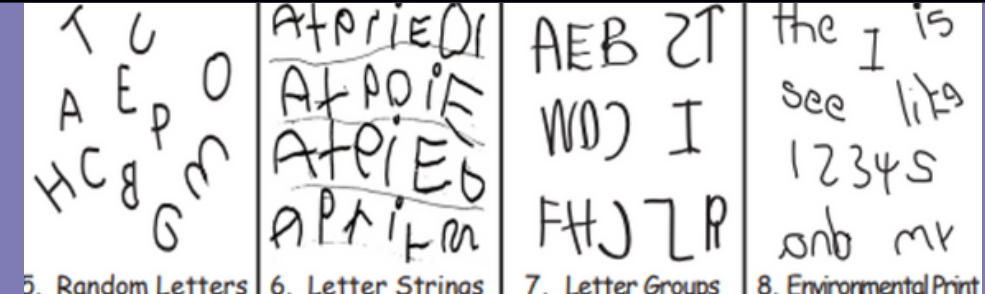








<p>Phase 1 Curriculum Plan Year A 2023 - 2024 Year A 2025 - 2026 Spring Term</p>	<p>Winter What is Winter? How do the trees change? What do animals do in Winter? Does the weather change?</p>	<p>Lunar New Year What are the animals of the Chinese calendar? What year of the Chinese calendar were you born?</p>	<p>Spring Celebrations What celebrations happen in spring? How do people celebrate Ramadan, Holi and Easter? What changes can we see outside in spring?</p>	<p>Spring What is Spring? How do the trees change? What do animals do in Winter? Does the weather change? What events happen in Spring?</p>	
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<p>Writing</p>	<p>To Inform</p>	<p>Vocabulary</p>	<p>To Inform</p>	<p>Vocabulary</p>	<p>To Inform</p>	<p>Vocabulary</p>	<p>To Entertain</p>	<p>Vocabulary</p>	<p>Literacy & Early Reading</p> <p>Writing ELG 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. <p>Comprehension ELG Children at the expected level of development will:</p> <ul style="list-style-type: none"> 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. <p>Word Reading ELG ELG Children at the expected level of development will:</p> <ul style="list-style-type: none"> 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.
	<p>Patterned Stories What is it book? Children will learn that rhymes can entertain and be fun/enjoyable. Children will learn that they can create rhyming pairs using real words or ‘nonsense’ words, and create their own entertainment for the reader using humour and illustrations.</p> 	<p>Rhyme Entertain Pair Letter Word Sound Letter Word</p>	<ul style="list-style-type: none"> We will use Mr Wolf’s Pancakes to explore non-fiction writing, including lists and simple recipes. We will write our own shopping lists and learn how to give clear instructions for making pancakes. We will use time words such as first, next, then, and finally to sequence each step. We will help to make pancakes by following a recipe and measuring ingredients carefully. We will also learn that Shrove Tuesday is a Christian celebration where people traditionally make pancakes before Lent. 	<p>First Next Ingredients Mix Stir Pour Tasty Sweet Pancake Topping</p> <p>chronology </p> <p>culture & community </p>	<p>My Special People Book Children will learn that writing can inform readers about a topic They will revisit core learning about writing in English: writing goes from left to write, individual letters They will inform the reader of all of the people that are important to them.</p> 	<p>Rhyme Entertain Pair Letter Word Sound Letter Word</p>	 <p>Are you good or bad?</p> <p>We will become familiar with the Supertato story by retelling a simplified model text. We will use the text to inspire our writing about superheroes.</p> <p>How do you travel?</p> <p>Character Description</p> <p>What’s your superpower?</p>	<p>Adventure Author Title Beginning Middle End Superhero kind funny brave shy tall happy noisy friendly</p>	

<p>Nursery Writing Progression</p>	<ul style="list-style-type: none"> Children draw simple shapes with more control and create early letter-like forms during play. They begin to hear initial sounds in words through rhymes and games and may represent these with a mark or first letter. They start to copy the first letter of their name with adult encouragement. Their fine motor coordination improves through continued mark-making. 	<ul style="list-style-type: none"> Children talk confidently about what they are drawing or writing and imitate adults writing in role-play situations. They show increasing interest in writing their name, sometimes forming the initial letter more clearly. Their marks begin to resemble letters more closely, and they enjoy tracing or copying patterns linked to handwriting. Their pencil control continues developing steadily.
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<p>Reception Writing Progression</p>	<ul style="list-style-type: none"> Write simple phonetic captions (“big red bus”). Attempt simple phonetic sentences with modelling (“I can hop”). Use Fred fingers independently to spell words. Form letters with increasing accuracy. 		<ul style="list-style-type: none"> Hold a caption → say it → repeat it → write it. Use finger spaces more consistently. Use some Red Words (I, the, no, go). Re-read own writing to check it makes sense. Continue to improve letter formation. 	<ul style="list-style-type: none"> Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
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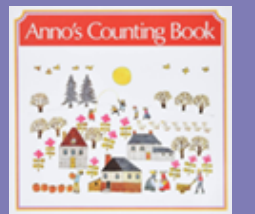

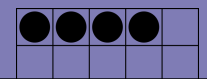

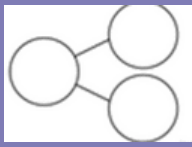



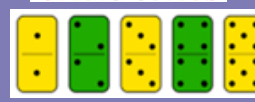


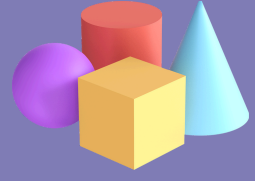
<p>Nursery Phonics</p>	  <p>Rhythm and Rhyme</p> <p>To experience and appreciate rhythm and rhyme and to develop awareness of rhythm and rhyme in speech</p> 	<p>Making Aliens Ping pang poo pop, Mig mog mully mo, Fo fandle fee.</p>  <p>Bertha goes to the zoo</p>  <p>Alliteration Initial Sounds</p> <p>Digging for Treasure</p> 
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<p>Reception Phonics We use Read Write Inc as our government approved SSP scheme.</p>	<p>Teaching Sequence</p> <p>Recap on set 1 special friends: th, ch, qu, ng, nk Secure blending of words with special friends (word time 1.5 and 1.6)</p>	<p>Expected Outcome</p> <p>Blend sounds to read words - Read short ditty stories.</p>	<p>Teaching Sequence</p> <p>Recap on any set 1 sounds (addressing sound gaps). Secure blending on words containing all set 1 sounds Children are taught to blend words containing 4/5 sounds and consonant blends (word time 1.6 and 1.7). To be exposed to some common exception words: put, the, I, no, of, my, for, he</p>	<p>Expected Outcome</p> <p>Read Red storybooks</p>
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<p>Nursery Comprehension</p>	<p>I can answer simple questions about the story, like who or what.”</p>	<p>I can talk about what happened in the story using words like first and next.</p>
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<p>Reception Comprehension</p>	<p>Retrieval comprehension through verbal guided questioning.</p>	<p>Expect children to use given vocabulary in appropriate context.</p>
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Nursery Mathematics We use White Rose Maths to support planning our Early Years Maths.	Show me 1,2,3 Two Little Dicky Birds Tom Thumb Three Blind Mice 	Move and label 1,2,3   Sing 'When goldilocks went to the house of the bears'. 	Explore position and routes Everyone hide   In and out the dusty bluebells 	Explore own first patterns Dinosaur Roar!  London bridge is falling down 	Talk and give 1,2,3 Peter Rabbit Three Little Bunnies  Three Little Monkeys 	Match, talk, push and pull Naughty Bus  If you go down to the woods today... 	Talk about dots   	Compare and sort collections Handa's Surprise   
	One Two Three 	Numerals One Two Three	In Out Over Under In front Behind	Pattern What will you use to make your pattern?	What would you like to count? How many are there? How many do you have?	push pull sort arrange 	How many? Subitise 	sort large small same

Vocabulary	Alive in 5 (2 weeks) Children will consolidate their knowledge of numbers 0-5. They will practise subitising different arrangements. They will show numbers using a range of different maths equipment.  	Mass and Capacity (1 week)  Different size boxes and different animals - We will match the correct box with the animal that fits the best. Children will build on their learning of simple comparisons from the Autumn term to now make more precise comparisons using different units. 	Growing 6,7,8 (2 weeks) We will be introducing the numbers 6, 7 and 8. The children will develop a deep understanding of these numbers, including the composition and one more and one less.  	Length and height (1 week) We will be encouraging children to use more specific vocabulary to describe an object, such as 'longer than' or 'shorter than' something else. We will learn to make indirect comparisons using nonstandard objects, such as blocks or cubes, to measure items, for example, "The sand tray is four blocks long." 	Time (1 week) We will be learning key vocabulary about time. We will be timing how many activities we can do in a minute. We will be talking about changes over time and ordering and sequencing events. 	Building 9 & 10 (3 weeks) We will be introducing the numbers 9 and 10. The children will develop a deep understanding of these numbers, including the composition and one more and one less. We will be learning our number bonds to 10 and doubles within 10.   We will be exploring odd and even numbers. 	Explore 3D Shapes (2 weeks) We will be learning to recognise and name 3D shapes and looking for 3D shapes in the environment.  We will conduct simple experiments to explore which 3D shapes roll, slide or stack. 	
	Zero Amount Numeral	5 Frame Compare Size Matching How many?	Part, part, whole One more One less Subitise	Longer than Shorter than Measure	Routine Clock Watch Clock Hands Routine Sequence Second Minute Hour	Odd Even Double Number Bonds	Square Triangle Circle Rectangle Cube Cuboid Sphere Pyramid Roll Slide Stack	

ELG Outcomes

ELG: Number
 Children at the expected level of development will:

- 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:

- 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.

Winter
What is Winter?
How do the trees change?
What do animals do in Winter?
Does the weather change?
3 Weeks

Lunar New Year
What are the animals of the Chinese calendar?
What year of the Chinese calendar were you born?
3 weeks

Spring Celebrations
What celebrations happen in spring?
How do people celebrate Ramadan, Holi and Easter?
What changes can we see outside in spring?

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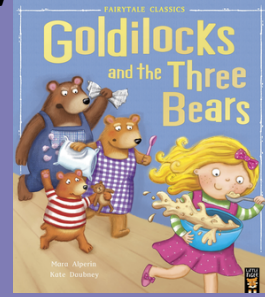
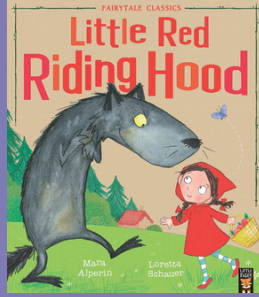
ELG Outcomes

Personal, Social and Emotional Development

We will learn about online safety with Smartie the penguin



How do I keep myself safe?



We will explore safety themes through Traditional tales

What makes a good friend?

We will be learning all about friendships. We will talk about our friends and what we like about them. We will be finding out what makes a good friend.



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

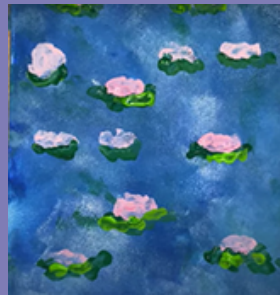
- Children at the expected level of development will:
- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
 - Explain the reasons for rules, know right from wrong and try to behave accordingly
 - Manage their own basic hygiene and personal 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

Claude Monet was an artist who loved to paint water lilies and gardens. We will look at his paintings to inspire our own artwork.
We will use oil pastels or other drawing tools to create Monet-style pictures.
We will also make lily pads using clay or a similar material, and later paint them using colours we see in Monet's work.



cause & effect

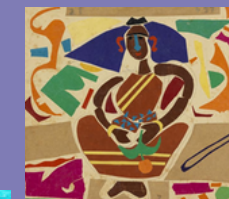


Henri Matisse liked to make pictures using painted paper. He painted the paper in bright colours and then used scissors to cut out shapes. He arranged the shapes to make pictures of plants, animals, people and patterns.

We will look carefully at colours and shapes as we make our own collage pictures.
Then we will work together as a class to create a big piece of art inspired by Matisse..



Benode Behari Mukherjee liked to make pictures using paper collage. He was an artist from India and made colourful artwork. Even when he could no longer see, he still made amazing collages from memory.
We will build on what we learned before by trying to make our own collage of a picture.
We will choose shapes and colours carefully, just like he did.



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

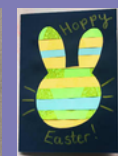
- Children at the expected level of development will:
- Invent, adapt and recount narratives and stories with peers and their teacher.
 - Sing a range of well-known nursery rhymes and songs.
 - Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.



Winter craft and Chinese New Year art



We will throw powder paint to celebrate Holi



We will make Easter for our family

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ELG Outcomes

Understanding the World



We will be looking at how the seasons change and completing winter themed craft activities, making bird feeders, writing facts and going on a winter walk!



We will learn that people celebrate different festivals, including Lunar New Year. We will listen to simple stories linked to the Chinese Zodiac, find out which animal represents our birth year, and learn how some families celebrate Lunar New Year. We will enjoy our own celebration with Chinese food tasting, music, and a dragon parade.



Children will learn that Ramadan is a special month for Muslims and that some adults fast during the day as part of this celebration.

Children will learn that Holi is a Hindu festival that celebrates spring with bright colours. They will explore colours by drying petals to make colourful patterns and using the petals in creative play, including the mud kitchen and water play.



We will learn that Easter is a special celebration for Christians that remembers the story of Jesus and his new life, and that it takes place in the spring between March and April.



The children look out for signs of spring in the outdoors. The buds on the trees, bulbs growing and leaves growing on the trees.

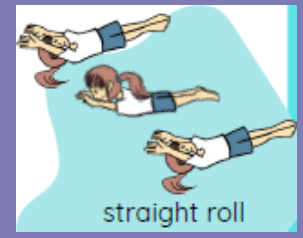
ELG: Past and Present
Children at the expected level of development will:
• Talk about the lives of the people around them and their roles in society.
• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
• Understand 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

Gymnastics



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.
• Remove shoes and socks when taking part in gymnastics lessons.
• To use apparatus safely.



Vocabulary
bend
copy
hold
jump
land
roll
rock
star
still
straight



Fundamental Movement 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
bend
crawl
fast
hop
jump
land
rules
run
stop
slide
safely
slow
stop



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.