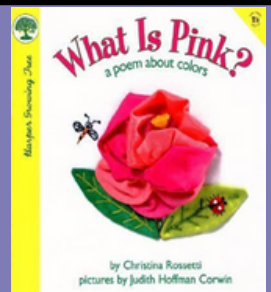





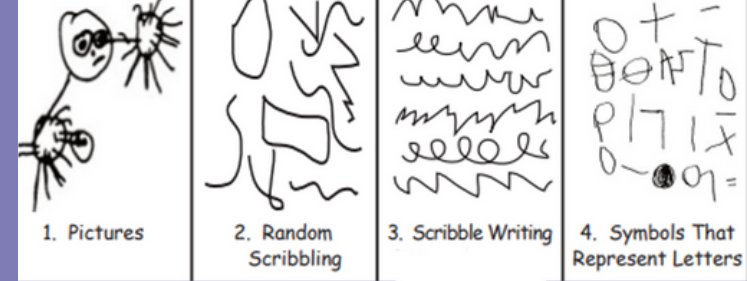


<p>Phase 1 Curriculum Plan Year B 2023 - 2024 Year B 2025 - 2026 Autumn Term</p>	<p><b>Settling In</b> Marvellous Me! My Family 4 Weeks</p>	<p><b>Autumn</b> What is Autumn? How do the trees change? What do animals do in Autumn? Does the weather change? 3 Weeks</p>	<p><b>Where on Earth are we?</b> Where do I live? What places can we see near our school? How do people travel around our area? What's in our local area?</p>	<p><b>People Who Help Us</b> Who can help us at school? Who helps us when we are unwell? Who can help our pets when they are unwell? Would you like to be a teacher or doctor in the future?</p>	
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<p><b>Writing</b></p>	<p><b>To Entertain</b></p>  <p>We will learn the names of different colours and use colours to describe different objects</p> <p>Key Questions What is...</p> <p><b>Innovation Stage</b> We will look for items around the classroom - What is pink? A pig is pink?</p>	<p><b>Vocabulary</b></p> <p>Red Orange Yellow Green Blue Indigo Violet Poem Rhyme Describe</p>	<p><b>To Entertain</b></p> <p>We will be thinking about the characters in the story through a range of creative activities. We will be changing the original story by pretending to search for different animals.</p>    <p>We will be retelling, making story maps and acting out the story in different ways</p>  <p>We will be writing lists, cards and letters. As part of our learning we will post the letter at the post office.</p>	<p><b>Vocabulary</b></p>  <p>Grass River Mud Forest Snowstorm Cave Swishy Swashy Splash Splosh Thick oozy Big dark Stumble trip Hoo woo Narrow gloomy</p> <p>Santa present box big small soft noisy puppy Christmas open</p>	<p><b>Literacy &amp; Early Reading</b></p> <p><b>Writing ELG</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Write recognisable letters, most of which are correctly formed;</li> <li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters;</li> <li>• Write simple phrases and sentences that can be read by others.</li> </ul> <p><b>Comprehension ELG</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</li> <li>• Anticipate – where appropriate – key events in stories;</li> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul>
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<p><b>Nursery Writing Progression</b></p> <ul style="list-style-type: none"> <li>• Children explore a range of mark-making tools and begin developing hand and finger strength.</li> <li>• They make marks freely and give simple meaning to them.</li> <li>• They show interest in print and begin recognising their name card.</li> <li>• Their pencil grasp begins to develop, often still using a full-handed grip.</li> </ul>	<ul style="list-style-type: none"> <li>• Children make intentional marks with improving control, experimenting with lines and shapes.</li> <li>• They talk about their marks and begin noticing letters in their name.</li> <li>• They understand that print carries meaning.</li> <li>• Their pencil grip begins moving towards a more controlled thumb-and-finger grasp.</li> </ul>
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<p><b>Reception Writing Progression</b></p> <ul style="list-style-type: none"> <li>• Develop correct pencil grip and hand strength.</li> <li>• Make marks with meaning ("This says mum").</li> <li>• Hear and say initial sounds in words.</li> <li>• Form some taught letters correctly (Set 1).</li> <li>• Write own name using taught letters.</li> </ul>		<ul style="list-style-type: none"> <li>• Children make intentional marks with increasing control and experiment with lines, circles and patterns.</li> <li>• They talk about the marks they make and begin to notice letters in their name.</li> <li>• They understand that print carries meaning and may "write" through scribbles or letter-like shapes.</li> <li>• Their pencil grip begins to move towards a tripod or thumb-and-finger grasp with support.</li> </ul>
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<p><b>Nursery Phonics</b></p>	<p><b>Environmental and Instrumental Sounds</b></p>  <p>Mrs Ross has a box....</p> <p>Grandmother's Footsteps</p> <p>Teddy is lost in the Jungle</p> <p>Nursery Rhymes Daily Welcome Song</p>	<p><b>Body Percussion</b></p> <p>Move to a beat March Stomp Splash</p>  <p>The Postman Song - Name recognition</p> <p>Mark making to a beat</p>  	<p><b>Word Reading ELG</b> ELG Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Say a sound for each letter in the alphabet and at least 10 digraphs;</li> <li>• Read words consistent with their phonic knowledge by sound-blending;</li> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>
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<p><b>Reception Phonics We use Read Write Inc as our government approved SSP scheme.</b></p>	<p><b>Teaching Sequence</b></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><b>Expected Outcomes</b></p> <p>Read all single letter set 1 sounds</p>	<p><b>Teaching Sequence</b></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><b>Expected Outcomes</b></p> <p>Read all set 1 sounds. - Blend sounds into words orally.</p>
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<p><b>Nursery Comprehension</b></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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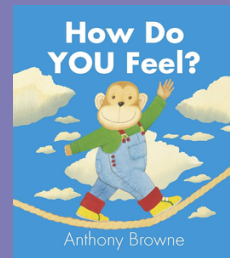
<p><b>Reception Comprehension</b></p>	<p>Listening comprehension of instructions. Immerse children in topic related/unfamiliar vocabulary.</p>
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Autumn Term								ELG Outcomes		
<b>Nursery Mathematics</b>  We use White Rose Maths to support planning our Early Years Maths.	<b>More than fewer than, same</b>  Old Macdonald had a Farm   Full, Full, Full of Love by Trish Cooke	<b>Explore and build with shapes and objects</b>   	<b>Explore repeats</b>   Twinkle Twinkle Little Star   Polly put the kettle on The Grand Old Duke of York 	<b>Hear and say number names</b>   1,2,3,4,5, once I caught a fish Alive One Man went to Mow 	<b>Begin to order number names</b>  One Potato, Two potato   One, two buckle my shoe  5,4,3,2,1 Blast Off! 	<b>I see 1,2,3</b>   Goldilocks and the Three Bears  The Three Billy Goats Gruff 	<b>Join in with repeats</b>   Run, run as fast as you can!  Identify patterns around them.   	<b>Explore position and shapes</b>    Hoaky Coaky 	<b>ELG: Number</b>  Children at the expected level of development will: <ul style="list-style-type: none"> <li>• Have a deep understanding of numbers to 10, including the composition of each number.</li> <li>• Subitise (recognise quantities without counting) up to 5.</li> <li>• 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.</li> </ul> <b>ELG: Numerical Patterns</b>  Children at the expected level of development will: <ul style="list-style-type: none"> <li>• Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>• Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>• Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>	
	<b>Vocabulary</b>  More Fewer Same  <b>comparison</b>  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			
<b>Reception Mathematics</b>  We use White Rose Maths to support planning our Early Years Maths.	<b>Reception Baseline</b>	<b>Match, sort and compare</b>	<b>Talk about measures and patterns</b>	<b>It's me 1,2,3</b>	<b>Circles and Triangles</b>	<b>1,2,3,4,5</b>	<b>Shapes with 4 sides</b>	<b>ELG: Numerical Patterns</b>  Children at the expected level of development will: <ul style="list-style-type: none"> <li>• Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>• Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>• Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>		
	  <b>Odd One Out</b> Show children 4 shapes eg 3 triangles and 1 circle. Ask them which one is the odd one out?  <b>comparison</b> 	Matching pairs of socks Matching numicon shapes Matching Shapes      Big fish, little fish, cardboard box 	  	  My hat it has 3 corners 	 5 little speckled frogs  5 little aliens in a flying saucer    	  	Match Sort Pair Big Small Pattern Spots Zig-Zag		One More One Less Altogether	Circle Triangle In On Under Over
<b>Vocabulary</b>	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



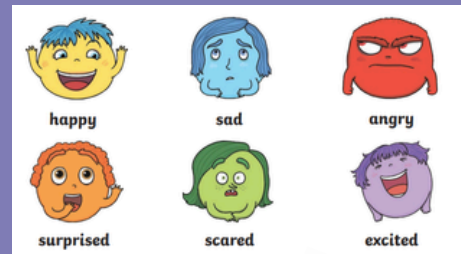
My Family



My Emotions

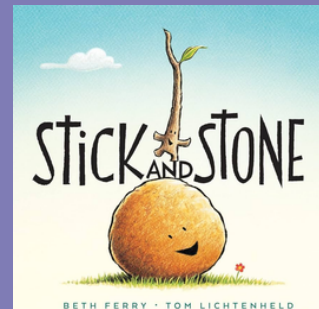
- Sad
- Happy
- Angry
- Surprised
- Scared
- Excited

cause & effect



Mood Monsters

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.



culture & community

comparison

culture & community

Children will create self-portraits using a range of media.

Children bring in photos of their family including pets to be displayed in the home corner.

Children draw a picture of their family and talk to an adult about who they have drawn. Adult/Child mark to label child's key people.



Are all families the same?

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

cause & effect

Anna Atkins

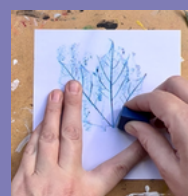


Children will explore digital photography and cyanotype images.



Anna Atkins

Children will create shadow art and explore wax rubbing and wax resist painting.



Mark Rothko



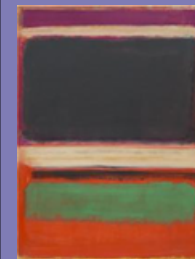
We will be sharing a range of texts linked to colour and colour mixing.



We will be exploring colour and colour mixing.



Mark Rothko



We will be creating art inspired by Mark Rothko.

We will be using a variety of materials and techniques to investigate what happens when you mix different colours.



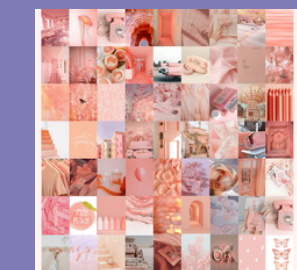
challenge

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.
  - 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 take part in Autumn craft activities



We will create colourful collages in English



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



We will explore colours as we learn about Diwali and create our own Diya lamps.



We will be learning about Guy Fawkes as we create firework pictures.

**Setting In**  
Marvellous Me!  
My Family  
My Home  
4 Weeks

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

**Where on Earth are we?**  
Where do I live?  
What places can we see near our school?  
How do people travel around our area?  
What's in our local area?

**People Who Help Us**  
Who can help us at school?  
Who helps us when we are unwell?  
Who can help our pets when they are unwell?  
Would you like to be a teacher or doctor in the future?

**ELG Outcomes**

**Understanding the World**

We will be talking about key adults in the school community and who we can talk to if we feel worried or sad about something.

**culture & community**



We will take time settling into the new school environment, learning key rules and routines,



We will be learning about how to take care of our school and the people and things in it.

We will be exploring how the seasons change

We will be exploring Autumn through art and craft opportunities.



We will each make our own Stickman and taking them on adventures.




We will use our senses to explore the outdoor environment.


Explore the immediate environment.

Create a map of the EYFS area.





How do people travel in the local area?

Name things in the immediate environment and the local area.



**cause & effect**



We will be exploring materials through the Three Little Pigs

We will be finding out about different occupations and thinking about aspirations for our future.






Know about a significant person in the past who helped people.



**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**

**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**



**challenge**

**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.