



Ogbourne CE Primary School **EYFS Curriculum**

Excalibur Academies Trust's Intent

Excalibur Academies Trust believes that children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them. We aim to provide welcoming, stimulating and safe learning environments for all our children, where they are able to enjoy learning through play, to grow in confidence and to fulfil their potential.

It is every child's right to grow up safe and healthy, enjoying and achieving. In Excalibur Academies, the following four guiding principles shape our EYFS practice:

- Every child is a unique child, a person who is constantly learning, a person who can be resilient, capable, confident and self-assured.
- Children learn to be strong and independent through positive relationships.
 - Children learn and develop well in enabling environments, where their experiences meet their individual needs and there is a strong partnership between staff and parents or carers
- Children develop and learn in different ways and at different rates. We provide for children with special educational needs and disabilities.

Ogbourne CE Primary School's Intent

Why do we teach this? Why do we teach it the way we do?

Our EYFS Curriculum Intent

In Reception, we are laying the foundations for a lifetime of learning. It is our intent that this is a safe place full of warmth and stimulation where children can explore and investigate both indoors and outdoors, and in the local area, developing the fundamental skills they will need to begin the National Curriculum in Year One. By the end of EYFS (Early Years Foundation Stage), our children will have developed confidence, independence, resilience, as well as the fundamental literacy and numeracy skills to enable them to flourish in Key Stage 1.

It is our intent to guide and encourage children's meaningful play opportunities and experiences as play is essential for children's development, building their confidence to learn to explore, relate to others, set their own goals and solve problems.

These skills include:

- Literacy – learning letters and sounds and using that knowledge to learn to read and write simple words. In phonics, we follow the 'Essential Letters and Sounds - ELS' scheme.
- Maths – understanding and using number, as well as exploring shape, space and measure.
- Communication & Language – plenty of opportunity to grow vocabulary and to develop confidence in speaking in front of others. We also work on listening, which can be quite tricky.
- Physical Development – developing and improving coordination and control of our bodies. This includes gross motor skills (big movements such as jumping and balancing) and fine motor skills (holding a pencil or a paintbrush to enable delicate small movements).
- Personal, Social & Emotional Development – learning how to handle all those big emotions that little children have. We spend a lot of time learning how to behave appropriately in school, how to be a good friend and how to resolve conflict.
- Understanding the World – learning about the world we live in and the people, places and creatures that make it so exciting.
- Expressive Arts & Design – experimenting with different media and construction materials

It is our intent to work in partnership with parents and our main feeder preschool, Little Dragons.

Above all, our aim is that our classroom is a happy place as we know that happy learners become successful learners.

Implementation

- *What do we teach? What does this look like?*

At Ogbourne CE Primary School, we follow and implement the statutory guidance Early Years Foundation Stage (EYFS) Framework, Department for Education 2023, with the 2021 revised supporting guidance; Development Matters in the EYFS. The children follow a topic-based approach to learning where play and investigative experiences are valued and their emotional, social, physical and academic development are equally nurtured.

All children are supported in developing the characteristics of effective learning, whatever their particular interests, skills or individual needs. We ensure that activities support these characteristics to ensure learning takes place:

The Characteristics of Effective Learning are:

Playing and Exploring – Engagement

Finding out and exploring
Playing with what they know
Being willing to 'have a go'.

Active Learning – Motivation

Being involved and concentrating
Keep trying
Enjoying achieving what they set out to do

Creative and Critical Thinking – Thinking

Having their own ideas
Making links
Working with ideas

Our Early Years Curriculum follows the Early Excellence Curriculum Model.



The prime subject areas that we teach are Communication and Language, Physical Development and Personal, Social and Emotional Development. Phonics and Maths are taught daily in specific teaching sessions. Children are then supported and developed further by Continuous Provision – a range of hands on activities both around Acorns classroom and their dedicated outside area. We call this 'Choosing our own Learning'. This provision includes fine motor and gross motor skill activities, art, music, construction, small world and role-play opportunities. Resources are planned so that children have the opportunity to develop language, academic skills (e.g. practising number order, spatial awareness) and social skills (e.g. conflict resolution, conversation, building relationships, etc).

To support learning in some areas, we use published resources including: Can Do Maths, Understanding Christianity and Discovery RE, SCARF, Essential Letters and Sounds (ELS), Charanga, Kapow Art and Design, Primary Science Teaching Trust provision maps, Get Set 4 PE, Drawing Club and The Write Stuff. Our continuous and enhanced provision curriculum plan ensures high-quality continuous provision learning and planning is at its heart.

Impact

What will this look like?

The impact of the EYFS curriculum is shown through the children's excitement and engagement in their learning, both in directed activities and in the high levels of engagement in the areas provided in our continuous and enhanced provision.

We measure the learning and progress of every child throughout the year with both formative and summative assessments. These assessments include:

- Teacher baseline assessment to identify each child's starting point in the prime areas.
- The RBA (Statutory Reception Baseline Assessment) to show progress made from Reception to the end of KS2.
- Regular phonic mock screening and termly ELS diagnostic assessments to inform the planning, teaching and interventions for phonics.
- Daily observations and high-quality interactions to identify needs and next steps which inform planning and ensure progress. Observations within the continuous provision areas use the characteristics of effective learning and the common play behaviours to ensure planning supports progress for all pupils.
- Regular moderation sessions with schools from across Excalibur Academies Trust.
- Pupil progress meetings 3x a year to review progress and areas of need.

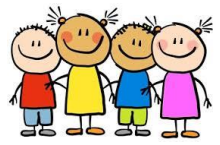





By the end of their time in the Early Years, our children make good progress academically and socially, developing a sense of themselves so that they are well prepared for the transition into Key Stage 1. They have developed essential knowledge and skills required for everyday life and lifelong learning, showing themselves to be independent, inquisitive, confident and enthusiastic learners ready for the next challenge in education.

EYFS Long Term Overview

Progress in reception is measured through milestones in four stages: the expectation at the end of nursery, expectation at the end of the autumn and spring terms and finally at the end of reception. These milestones inform our judgements about the progress children are making and help staff to plan appropriate activities aimed at children's progress towards the early learning goals identified in the EYFS framework.

- **End of Nursery Milestones:** We hope children will have met these milestones when they leave nursery. We use these milestones to help us make early judgements about which children will need specific support in their first 3 to 6 weeks at school. We also use the milestones to help us plan the small steps and scaffolded support these children need.
- **End of Autumn Term Milestones:** We hope children will have met these milestones by the end of the autumn term at Ogbourne C of E Primary School. We use these milestones to plan learning and provision in terms 1 and 2 and to plan additional support and focus for children who need it in the spring and summer.
- **End of Spring Term Milestones:** We hope children will have met these milestones by the end of the spring term at Ogbourne C of E Primary School. We use these milestones to plan learning and provision in terms 3 and 4 and to plan additional support and focus for children who need it in the summer.
- **End of Reception Milestones:** We hope children will have met these milestones by the end of their reception year at Ogbourne C of E Primary School. We use these milestones to plan learning and provision in terms 5 and 6 and to plan additional support and focus for children who need it moving into year 1.

In our curriculum, the milestones are set out per term, to help support observation and assessment and to ensure appropriate activities aimed at helping children's progress toward the early goals are planned. These goals are considered alongside the continuous provision curriculum plan and common play behaviours progression.


	Autumn		Spring		Summer	
Themes	All about me 	Celebrations 	Three little Pigs 	People who help us 	The Natural World 	Holidays 

Events and experiences	<ul style="list-style-type: none"> • Harvest • Autumn – Savernake forest trip 	<ul style="list-style-type: none"> • Odd Socks Day – anti bullying week • Children in Need • Christmas Nativity • Diwali 	<ul style="list-style-type: none"> • Local village walk to look at houses 	<ul style="list-style-type: none"> • Pancake Day • Easter • Visit farm to see calving • Visit farm to see lambing • Science week • Visits from professionals who help us 	<ul style="list-style-type: none"> • Bluebells at West woods 	<ul style="list-style-type: none"> • Littlecote trip in June • Beach trip • Summer
Worship Values	Love	Friendship	Integrity	Respect	Effort	Hope


Prime Areas of Learning

Personal, Social and Emotional Development Milestones	<p>Prior Learning (End of Nursery): Self-Regulation</p> <ul style="list-style-type: none"> • Select and use activities and resources with help. • Enjoy the responsibility of carrying out small tasks. • Be confident when talking to other children when playing and communicating freely about their own home and community. • Be gradually more outgoing towards unfamiliar people and develop increasing confidence in newer social situations. • Show increasing confidence in asking adults for help. • Welcome and value praise for what they have done. <p>Prior Learning (End of Nursery): Managing Self</p> <ul style="list-style-type: none"> • Be aware of own feelings and know that some actions or words can hurt the feelings of others. • Begin to accept the needs of others, taking turns and sharing resources, sometimes with support from others. • Usually tolerate delay when their needs are not immediately met. • Understand that their wishes may not always be met. • Usually adapt their behaviour to different events, social situations and changes in routine.
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	<p>Prior Learning (End of Nursery): Building Relationships</p> <ul style="list-style-type: none"> • Play in a group. Extend and elaborate play ideas. • Initiate play ideas and offer opportunities for others to join in. • Keep play going by realising to what others are saying. • Demonstrate friendly behaviour: initiate conversations and form good relationships with peers and familiar adults. 		
<p>PSED Self-Regulation Milestones</p>	<p>End of Autumn Term</p> <ul style="list-style-type: none"> • Describe themselves in positive terms and talk about their own abilities. • Be confident to speak to others about needs, wants, interests and opinions. • Begin to express their feelings and consider the feelings of others. • Know when they are upset about a situation and can explain why. • Choose their own equipment that is necessary to complete a task. • Show enthusiasm and excitement when anticipating and engaging in certain activities. 	<p>End of Spring Term</p> <ul style="list-style-type: none"> • Recognise themselves as a valuable individual. • Willingly express their feelings and know when they have been kind and considerate. • Moderate their feelings when they are upset (in appropriate circumstances). • Be confident to try new activities. • Say why they like some activities more than others. • Be confident to speak in a familiar group. • Be happy to talk about their own ideas. • Choose the resources they need for a given activity. • Say when they do and do not need help. 	<p>End of Reception</p> <ul style="list-style-type: none"> • 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 an activity. • Show an ability to follow instructions involving several ideas or actions.
<p>PSED Managing Self Milestones</p>	<p>End of Autumn Term</p> <ul style="list-style-type: none"> • Show that they can stick with an activity, even if it is challenging. • Select and use activities and resources with increasing independence. • Enjoy the responsibility of carrying out small tasks. 	<p>End of Spring Term</p> <ul style="list-style-type: none"> • Be able to talk about a challenging task and be prepared to have a go. • Welcome and value praise and be able understand the link between this and what they have done. • Understand that there are rules to keep everyone safe and happy 	<p>End of Reception</p> <ul style="list-style-type: none"> • 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.

	<ul style="list-style-type: none"> Be outgoing towards unfamiliar people and be more confident in newer social situations. Show confidence in asking adults for help. 	<ul style="list-style-type: none"> Have awareness of keeping teeth clean and not eating too many sweets. 	<ul style="list-style-type: none"> Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. 			
PSED Building Relationships Milestones	End of Autumn Term <ul style="list-style-type: none"> Learn to listen to one another and show respect when doing so. Initiate conversations. Attend to and take account of what others' say. Explain own knowledge and understanding. Ask appropriate questions of others. Take steps to resolve conflicts with others. Attempt to find compromise. 	End of Spring Term <ul style="list-style-type: none"> Build constructive and respectful relationships. Play cooperatively with others; take account of their ideas. Be happy to listen to others' organisational ideas. Show sensitivity to others' feelings. Form positive relationships with adults and other children. 	End of Reception <ul style="list-style-type: none"> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to own needs and needs of others. 			
SCARF PSHE 	Me and my relationships <u>SCARF EYFS Units</u>	Valuing differences <u>SCARF EYFS Units</u>	Keeping safe <u>SCARF EYFS Units</u>	Rights and respect <u>SCARF EYFS Units</u>	Being my best <u>SCARF EYFS Units</u>	Growing and changing <u>SCARF EYFS Units</u>

Physical Development Milestones	Prior Learning (End of Nursery) <ul style="list-style-type: none"> Skip, hop, stand on one leg and stand on one foot momentarily. Balance and ride a trike or scooter. Go up steps or stairs using alternating feet. Respond to music, showing appropriate movement and rhythm. 		
	End of Autumn Term	End of Spring Term	End of Reception

	<ul style="list-style-type: none"> Show increased control when linking movements together. Know that it is good to be active and sometimes getting out of breath. Move freely with confidence in a range of ways. Mount stairs, steps or climbing equipment using alternating steps. Walk downstairs, two feet to each step. Stand on one leg and hold a position for a few seconds. Run skilfully while negotiating space successfully, adjusting speed and direction as needed. 	<ul style="list-style-type: none"> Start to experiment with different types of movements. Recognise how they can refine a range of physical actions, such as rolling, running, skipping etc Jump off objects safely and carefully. Negotiate space carefully. Travel with confidence and skill when moving around, under, over and through various equipment. Show increasing control when throwing, catching and kicking a ball. 	<ul style="list-style-type: none"> 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. 			
Physical Development 	Get Set 4 PE: Introduction to PE: Unit 1 Fundamentals: Unit 1 Get Set Fundamentals Unit 1	Get Set 4 PE: Introduction to PE: Unit 2 Fundamentals: Unit 2 Get Set Fundamentals Unit 2	Get Set 4 PE: Gymnastics: Unit 1 Ball skills: Unit 1 Get Set Ball Skills Unit 1	Get Set 4 PE: Dance: Unit 1 Games: Unit 1 Get Set Games Unit 1	Get Set 4 PE: Gymnastics: Unit 2 Ball skills: Unit 2 Get Set Ball Skills Unit 2	Get Set 4 PE: Dance: Unit 2 Games: Unit 2 Get Set Games Unit 2

Communication and Language Listening, Attention and Understanding Milestones	Prior Learning (End of Nursery) <ul style="list-style-type: none"> Listen and follow directions and look at someone when they are speaking. Understand and respond to prepositions when following instructions. Ask and respond to 'why' questions. Follow stories read to them and talk about the pictures in the book.		
	End of Autumn Term <ul style="list-style-type: none"> Understand listening is important. 	End of Spring Term	End of Reception


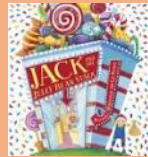
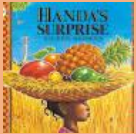
	<ul style="list-style-type: none"> • Listen to and follow simple instructions (provided they are not over-engaged in their own choice of activity). • Listen to stories with increased attention and recall. • Ask and respond to 'why' questions. • Show interest in the lives of other people or events (by being attentive, asking questions or responding). • Listen to one-another in one to one or small groups. • Show interest in non-fiction books (by selecting them independently, being attentive, asking questions or responding). 	<ul style="list-style-type: none"> • Know they need to be quiet and concentrate when listening. • Maintain attention, concentrate and sit quietly during appropriate activities. • Listen to a whole story from beginning to end. • Respond to instructions involving a 2-part sequence. • Listen and respond to ideas expressed by others in conversation and discussion. • Remember key points from a story without needing prompts. • Show specific interest in a non-fiction book linked to a topic or theme. 	<ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversations when engaged in back-and-forth exchanges with their teacher and peers.
Communication and Language Speaking Milestones	Prior Learning (End of Nursery) <ul style="list-style-type: none"> • Know some favourite rhymes. • Talk about familiar books. • Be able to talk about a story/anecdote/experience. • Begin to use sentences with 4 to 6 words. • Begin a conversation with an adult or friend and continue it in turns. 		
	End of Autumn Term <ul style="list-style-type: none"> • Expand vocabulary to use new words from the topic or theme. • Continue to use new vocabulary when the topic or theme ends. • Ask questions to support their own understanding. • Retell a simple past event in the correct order. 	End of Spring Term <ul style="list-style-type: none"> • Use new vocabulary in different contexts. • Ask questions to learn more about an event or a task. • Use complete sentences more regularly. • Use language to explore imaginary events, storylines and themes. 	End of Reception <ul style="list-style-type: none"> • Participate in small group, class and 1:1 discussion, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things may happen, making use of recently introduced vocabulary. • Express their ideas and feelings about their experiences using full sentences,

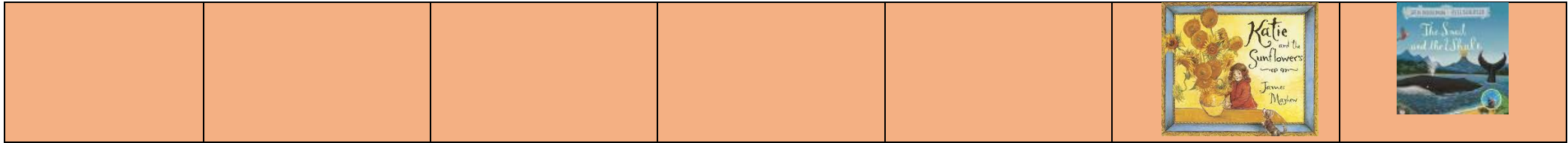
	<ul style="list-style-type: none"> • Use talk to connect ideas – recalling what has happened and anticipating what might happen next, recalling and reliving past experiences. • Use talk to pretend in play (for example, that objects stand for something else...this ruler is my sword etc). 	<ul style="list-style-type: none"> • Use language to imagine and recreate roles and experiences in play situations. • Link statements and stick to a main theme or intention. • Use talk to organise, sequence and clarify thinking, feelings and ideas 	including use of past, present and future tenses and making use of conjunctions, with modelling and support from an adult.
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Specific Areas of Learning

Literacy Writing Milestones	Prior Learning (End of Nursery)		
	<ul style="list-style-type: none"> • Tell an adult what they have drawn or painted. • Recognise a capital letter at the start of their name. • Identify sounds from own name in other words. • Ascribe meaning to other marks, like on signage. • Start to write identifiable shapes and letters. • Draw lines and circles in the air, on the floor or on large sheets of paper. • Use tools for mark-making with control. • Grip using five fingers or preferably 2 fingers and a thumb for control. • Copy shapes, letters and pictures. 		
	End of Autumn Term	End of Spring Term	End of Reception
	<ul style="list-style-type: none"> • Begin to form lowercase and capital letters correctly. • Write identifiable letters and shapes with more confidence. • Segment and blend the sounds in simple words. 	<ul style="list-style-type: none"> • Use phonetic knowledge to write words in ways which match their spoken sounds. • Write some common tricky words. • Write simple sentences which they can read themselves (and sometimes by others). 	<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.

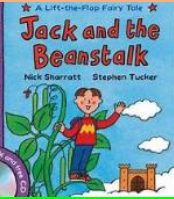
	<ul style="list-style-type: none"> • Spell words by identifying the sounds and then writing the sounds with letters. • Talk about sentences and start to orally compose short sentences. • Start to use capital letters for names. • Think of short ideas to be scribed by an adult (e.g. a label for a picture, items for an important list). 	<ul style="list-style-type: none"> • Spell small, familiar words correctly and make phonetically plausible attempts at more complex words. • Re-read their own writing to check it makes sense. • Think of phrases to be scribed by an adult (e.g. a descriptive phrase about a character, an instruction or a descriptive label to show how something works). 	<ul style="list-style-type: none"> • Write simple phrases and sentences that can be read by others. • Use finger spaces, full stops and capital letters. • Think of ideas for short stories and poems which can be scribed by an adult. Begin to orally compose phrases in a way that exemplifies correspondence between spoken and written word.
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<p>ELS Phonics and Handwriting</p> 	<p>s,a,t,p l,n,m,d g,o,c ck, e, u r ss h, b, ff,ll</p>	<p>j, v, w, x y, zz, qu, ch sh, th, ng, nk ai, ee, igh, oa -es</p>	<p>oo ar, ur, oo, or ow, oi, ear, air ure, er, ow</p>	<p>review term</p>	<p>CVCC CCVC CCVCC CCCVC, CCCVCC -er, -est</p>	<p>ay, ou, ie, ea oy, ir, ue, aw wh, ph, ew, oe au, ey, a-e, e-e, i-e, o-e, u-e, c</p>
<p>Drawing Club or WRITE Stuff Units</p>	<p>Drawing Club Baseline</p>	<p>Drawing Club Rosie's Walk Giant Jam Sandwich Road runner Rapunzel 3 Billy Goats Gruff</p>	<p>Drawing Club The Three Little Pigs Farmer Duck Willow the Wisp The Runaway Chapati</p>	<p>Drawing Club Wacky Races Mr Benn- Zookeeper Magic Roundabout Goldilocks</p>	<p>Write Stuff Jack and the Jelly Beanstalk  Katie and the Sunflowers</p>	<p>Write Stuff Handa's Surprise  The Snail and the Whale</p>



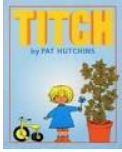


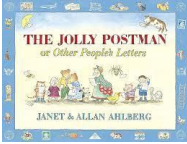
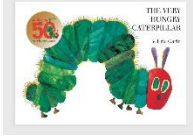
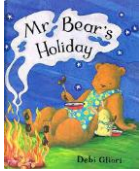

Literacy Comprehension Milestones	Prior Learning (End of Nursery)		
	<ul style="list-style-type: none"> • Holding a book, turning the pages and indicating an understanding of pictures and print. • Telling a story to friends. • Talking about events and characters in books. • Making suggestions about what might happen next in a story. 		
Literacy Word Reading Milestones	End of Autumn Term	End of Spring Term	End of Reception
	<ul style="list-style-type: none"> • Holding a book, turn the pages and indicating an understanding of pictures and print. • Telling a story to friends. 	<ul style="list-style-type: none"> • Talking about events and characters in books. • Making suggestions about what might happen next in a story. • Reading simple words and simple sentences. • Talking about their favourite book. • Using vocabulary and events from stories in their play. • Re-reading books to building up their confidence, their fluency and their understanding and enjoyment in word reading. 	<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, poems and during role-play.
Literacy Word Reading Milestones	Prior Learning (End of Nursery)		
	<ul style="list-style-type: none"> • Join in with rhymes and stories. • Identify rhymes. • Join in with the rhythm of well-known rhymes and songs. • Recognise own name. 		
Literacy Word Reading Milestones	End of Autumn Term	End of Spring Term	End of Reception
	<ul style="list-style-type: none"> • Join in with rhymes and stories 	<ul style="list-style-type: none"> • Reading individual letters by saying the sounds for them. 	


	<ul style="list-style-type: none"> • Join in with the rhythm of well-known rhymes and songs. • Recognise own name. • Identify sounds in words, in particular initial sounds. • Segment and blending simple words demonstrating knowledge of sounds (with support) • Linking sounds to letters in the alphabet 	<ul style="list-style-type: none"> • Reading simple words and simple sentences. • Identifying rhymes. • Blending sounds into words, so that they can read short words made up of know letter-sounds correspondences. • Reading some letter groups that each represent one sounds and say sounds for them. • Reading a few common exception words matched to the school's phonic programme. • Reading simple phrases and sentences made up of words with known letter-sound correspondences and where necessary, a few exception words. 	<ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 diagraphs. • 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.
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<p>Reading Spine (Storytime)</p>	<p>Rapunzel (Indian)</p> 	<p>The Runaway chapatti</p> 	<p>Ghanian Goldilocks</p> 	<p>Snow white (Japanese version)</p> 	<p>Jack and the beanstalk</p> 	<p>Three Billy Goats Gruff</p> 
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<p>Mathematics Milestones</p>	<p>Prior Learning (End of Nursery): Number and Numerical Pattern</p> <ul style="list-style-type: none"> • Use number names to 10 and sometimes counting accurately. • Represent numbers using marks, fingers or digits. • Recognise when 2 small groups have the same number of objects. • Identify numerals in the environment
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	<p>Prior Learning (End of Nursery): Shape, Space and Measure</p> <ul style="list-style-type: none"> • Talk about the routine of the day and use language like ‘before’ and ‘after’. • Use comparative language like ‘taller’, ‘shorter’ and ‘the same’. • Start to identify shapes in the environment. • Start to find appropriate shapes for certain tasks. • Ask questions about their observations of similarities and differences. • Start to make more meaningful pictures, patterns and arrangements with shapes 		
<p>Number and Numerical Patterns Milestones</p>	<p>End of Autumn Term</p> <ul style="list-style-type: none"> • Begin to familiarise themselves with the tens structure of the number system. • Count objects by saying one number name for each item. • Count objects to 10. Begin to count beyond 10. • Count out up to 6 objects from a larger group. • Select the correct numeral to represent 1 to 5, then 1 to 10 objects. • Recognise some numerals of personal significance. • Link the numeral with its value. 	<p>End of Spring Term</p> <ul style="list-style-type: none"> • Show a number of fingers together without counting. • Begin to use ‘teens’ to count beyond 10. • Count an irregular arrangement of up to 10 objects. • Find one more or one fewer from a group of up to 5 objects and then up to 10. • Estimate how many objects they can see and then check by counting. • Use the language of ‘more’ and ‘fewer’ to compare 2 sets of objects. • Understand the ‘story’ of each number to 5 and then to 10. • Find the total number of objects in 2 groups by counting all of them. • Begin to use the vocabulary involved in adding and subtracting, including counting on and back. • Automatically recall addition number bonds for every number 0 to 10 (e.g. bonds of 3, bonds of 4, bonds of 5 etc). 	<p>End of Reception</p> <ul style="list-style-type: none"> • Have a deep understanding of all the numbers to 10, including the composition of each number. • Subtilise (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 to 10, including double facts. • 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 equal to another quantity. • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.


Reading Spine (KUW)	Titch 	The Best Diwali Ever 	Three Little Pigs 	The Jolly Postman Percy Park keeper 	Hungry caterpillar Jack & Beanstalk 	Handa's surprise Mr Bear's Holiday 
Additional texts for KUW	KUW additional texts	KUW additional texts	KUW additional texts	KUW additional texts	KUW additional texts	KUW additional texts
Understanding the World People, Culture and Communities Milestones	Prior Learning (End of Nursery): People, culture and communities <ul style="list-style-type: none"> • Show interest in the lives of people who are familiar to them. • Remember and talk about significant events in their own experience. • Recognise and describe special times or events for family or friends. Start to show an interest in different occupations and ways of life.					
	End of Autumn Term <ul style="list-style-type: none"> • Show increased interest in the lives of people who are familiar to them. • Begin to understand that not all people celebrate the same things as them. • Have a greater understanding about why certain events are celebrated. • Talk about people who are helpful to them, both from within and outside their family. 	End of Spring Term <ul style="list-style-type: none"> • Draw information from a simple map. • Recognise some similarities and differences between life in this country and life other countries. • Recognise that people have different beliefs and celebrate special times in different ways. • Show an interest in different occupations and ways of life. • Talk about members of their family and immediate community. • Name and describe people who are familiar to them 	End of Reception <ul style="list-style-type: none"> • 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 maps. 			
Geography 	Senses – Sensory Walk Geographical Association Sensory Walk	Where do we live? Geographical Association Our School-small world	Holidays Geographical Association - Going Out			

			<u>Geographical Association: Exploring Puddles</u>			
Key Knowledge	Children will know... <ul style="list-style-type: none"> The months of September, October and November are in the season of Autumn. Autumn is one of the 4 seasons which comes after Summer and before Winter. In Autumn and Winter, our environment changes. In Autumn, leaves change colour and fall down. Our school environment is in the countryside. There are lots of trees and fields nearby. Ogbourne St George is a village. Know some features of the village of Ogbourne St George and the school environment. 		Children will know... <ul style="list-style-type: none"> In Winter and Spring, our environment changes. In Winter, there are no leaves on the trees except for evergreen trees. In Spring, buds and flowers appear and leaves start to grow. In Winter, we may get snow, frost and ice. There are different styles of houses in Ogbourne St George (know the names of some of these). Parts of a house and different types of roofs. Different countries have different styles of houses. A map represents a physical place or area. A map can guide us from one place to another. A farm is an area of land used for growing crops or raising animals. Farmers have an important job to provide food for us to eat. Some farms have animals, some grow crops and some have both. People who work on a farm are called farmers. Our area has lots of farms nearby. 		Children will know... <ul style="list-style-type: none"> In Summer, our environment changes. In Summer, there are lots of green leaves on the trees and flowers grow. In the Summer, the weather is hot. How to plan a journey, including what they need to take and how to get there. Some journeys are long and some are short. Different ways to travel to destinations. Some names of hot and cold places. 	
Vocabulary	Trees, leaves, conkers, pine cones, Acorns, Autumn, season, Ogbourne St George, village, town, church, preschool		Thatched roof, tiled roof, bungalow, semi-detached, detached, terraced, stone wall, brick wall, gates, garden, houses on stilts, igloos, flat roof, map Season vocabulary, buds, daffodil, snowdrops, crocus, dandelions, farm, crops, farmer, nearby, countryside, field		Season vocabulary, near, far, long/ short journey, holiday, travel, destination, route, map, names of holiday destinations	
RE 	Special people	Incarnation	Celebrations	Salvation	What can we learn from stories?	Special places
Key Knowledge	See scheme	See scheme	See scheme	See scheme	See scheme	See scheme
Vocabulary	See scheme	See scheme	See scheme	See scheme	See scheme	See scheme

Understanding the World Past and Present Milestones	Prior Learning (End of Nursery): Past and Present <ul style="list-style-type: none"> Begin to have an understanding of terms like 'yesterday', 'last week', 'last year' and 'tomorrow'. Appreciate that they may be older or younger than others (e.g. siblings) Appreciate that certain artefacts and resources are old and have been used before.
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	<p>End of Autumn Term</p> <ul style="list-style-type: none"> Remember and talk about significant events in their own experiences e.g. birthdays Know and understand that their grandparents are older than their parents. Begin to be familiar with words and phrases associated with long ago, such as 'in the past' or 'a long time ago' Begin to understand that some familiar stories were set in a time before they were born. 	<p>End of Spring Term</p> <ul style="list-style-type: none"> Recognise and describe special times or events for family and friends e.g. Diwali, christening etc Begin to compare and contrast characters in stories about the past Understand that people celebrated events such as Hanukkah and Christmas before they were born. Use appropriate language to describe the past such as 'in the past' 	<p>End of Reception</p> <ul style="list-style-type: none"> 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.
<p>Historical Association Enquiry Units</p> 	<p>How have I changed since I was a baby?</p> <p>Historical Association Unit</p>	<p>What are our favourite celebrations through the year?</p> <p>Historical Association Unit</p>	<p>Why do we wear different clothes at different times of year?</p> <p>Historical Association Unit</p>
<p>Key Knowledge</p>	<p>Children will know...</p> <ul style="list-style-type: none"> Who their family members are from the past and present. About past and present events in their own lives. The months of September, October and November are in the season of Autumn. Autumn is one of the 4 seasons which comes after Summer and before Winter. As they get older, they can do more. 	<p>Children will know...</p> <ul style="list-style-type: none"> Bonfire night happens on the 5th November. Guy Fawkes tried to blow up the Houses of Parliament. Remembrance Day – know that this is an event that commemorates the end of WW1. Know the Christmas Story Know about the Jewish festival of Hanukkah and some of the traditions that are part of this. Know about the Hindu festival of Diwali and some of the associated traditions for this. Know about Chinese New Year and some of the associated traditions for this. The months of December, January and February are in the season of Winter. The months of March, April and May are in Spring. Winter comes after Autumn and Spring comes after Winter. 	<p>Children will know...</p> <ul style="list-style-type: none"> That we wear different clothes at different times of the year and why. The months of June, July and August are in the season of Summer. Summer comes after Spring. As they grow, they change and get bigger. As they get older, they are able to do more. Yesterday is in the past, tomorrow is in the future.
<p>Vocabulary</p>	<p>Brother, sister, son, daughter, father, mother, grandmother, grandfather, past, present, baby, toddler, preschool, then, before, now, next, soon, yesterday, tomorrow September, October, November, Season, months</p>	<p>Guy Fawkes, fireworks, Houses of Parliament, bonfire, Remembrance Day, war, soldiers, poppy, menorah, Hanukkah, star of David, Jewish, Hindu, Rama and Sita, Diva lamps, Rangoli patterns, Zodiac animals, money purses, Jesus, angel, Nativity, Mary, Joseph, advent</p>	<p>Season, months, June, July, August, grow, change, older, younger, past, now, present, future, tomorrow, yesterday</p>



		Season, month	
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<p>Understanding the World The Natural World Milestones</p>	<p>Prior Learning (End of Nursery): The Natural World</p> <ul style="list-style-type: none"> • Ask questions about aspects of their familiar world such as the place where they live or the natural world. • Talk about some of the things they have observed such as plants, animals, natural and found objects. • Talk about why things happen and how things work. • Start to develop an understanding of growth, decay and changes over time. • Show care and concern for living things and the environment. 					
	<p>End of Autumn Term</p> <ul style="list-style-type: none"> • Talk about some of the things they have observed such as plants, animals, natural and found objects. • Have greater awareness of seasonal change. • Ask questions about aspects of their familiar world such as the place where they live or the natural world. • Ask questions about some of the things they have observed such as plants and animals. 	<p>End of Spring Term</p> <ul style="list-style-type: none"> • Talk about why things happen and how things work. • Understand more about growth, decay and changes over time. • Identify features of living things such as animals with legs or those with wings. • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Recognise some environments which are different to the one in which they live. • Understand the effect of changing seasons on the world around them. 	<p>End of Reception</p> <ul style="list-style-type: none"> • 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 the 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. 			
<p>Science PSTT provision maps</p> 	<p>Ourselves</p>	<p>Birthdays and Celebrations Autumn trees</p> <p>Concept:</p>	<p>Three Little Pigs Winter, Snow & Ice</p> <p>Concept:</p>	<p>SCIENCE WEEK Spring Farms</p> <p>Concept: Earth Science:</p>	<p>The Very Hungry Caterpillar</p> <p>Concept:</p>	<p>Summer Fruits</p> <p>Concept:</p>

	<p>Concept: Biology Growth & Energy B1:</p> <p>What do we eat? How do we grow?</p> <p>Ourselves</p>	<p>Chemistry, materials C3 : states of matter – cooking Physics forces P2 – static balloons and Earth Science Seasons E2</p> <p>Birthdays and Celebrations</p> <p>Autumn Trees</p>	<p>chemistry Materials C1 Which materials are best to build a house? C3 – Ratio of water to sand Earth Science Seasons E2</p> <p>3 Little Pigs</p> <p>Winter Snow</p>	<p>Seasons E2 Biology Growth – B1 B3 Visit farms to see calving and lambing Welly walk - signs of spring Trip to West woods to see bluebells</p> <p>Spring Farm</p>	<p>Growth & Energy B1 & B3</p> <p>The Hungry Caterpillar</p>	<p>Earth Science Seasons E2 Local walk looking for signs of summer walk</p> <p>Summer Fruits</p>
<p>Science TAPS focused assessment</p>	<p>Brown apples</p> <p>TAPS: Brown Apples</p>	<p>Frozen balloons</p> <p>TAPS: Frozen Balloons</p>	<p>Incy Wincy Spider</p> <p>TAPS: Incy Wincy Shelters</p>	<p>Butter</p> <p>TAPS: Making Butter</p>	<p>Taste test</p> <p>TAPS Taste Test</p>	<p>Scavenger sort – do on Little Cote trip</p> <p>TAPS: Scavenger Hunt</p>
<p>Key Knowledge</p>	<p>Children will know...</p> <ul style="list-style-type: none"> The months of September, October and November are in the season of Autumn. Autumn is one of the 4 seasons which comes after Summer and before Winter. Some body parts and their names. As they get older, they will grow and be able to do more. The 5 senses. <p>Also see PSTT/ TAPS links above</p>	<p>Children will know...</p> <ul style="list-style-type: none"> In Autumn and Winter, our environment changes. In Autumn, leaves change colour and fall down. Trees change throughout the year. That there are different parts of a tree and be able to name some of these. <p>Also see PSTT/ TAPS links above</p>	<p>Children will know...</p> <ul style="list-style-type: none"> In Winter our environment changes. In Winter, there are no leaves on the trees except for evergreen trees. In Winter, we may get snow, frost and ice. Some materials are waterproof and some are not. Some materials are strong and some break easily. Some materials are flexible/ bendy. Some properties of materials. We can move some objects by blowing on 	<p>Children will know...</p> <ul style="list-style-type: none"> In Spring, buds and flowers appear and leaves start to grow. In Spring, our environment changes. Many animals have babies in early Spring. Young animals, such as lambs and chicks are born. A lamb is a baby sheep A calf is a baby cow. <p>Also see PSTT/ TAPS links above</p>	<p>Children will know...</p> <ul style="list-style-type: none"> In Summer, our environment changes. In Summer, there are lots of green leaves on the trees and flowers grow. In the Summer, the weather is hot. There are different types of minibeasts and be able to name some. A life cycle shows the changes in an animal throughout its life. The life cycle of a butterfly is egg-caterpillar-chrysalis-butterfly. A seed becomes a plant. 	<p>Children will know...</p> <ul style="list-style-type: none"> In Summer, our environment changes. In Summer, there are lots of green leaves on the trees and flowers grow. In the Summer, the weather is hot. Fruit changes over time (decomposes). We can use our senses to identify fruit. Some objects can float and others sink. To identify some sinking/ floating objects. That scientists investigate things to find out more.

			<p>them; the wind can move things.</p> <p>Also see PSTT/ TAPS links above</p>		<ul style="list-style-type: none"> Plants need water to grow. <p>Also see PSTT/ TAPS links above</p>	<p>Also see PSTT/ TAPS links above</p>
Vocabulary	<p>September, October, November, Season, months, head, arms, legs, hand, foot, elbow, brain, lungs, heart, sight, smell, taste, touch, hearing, senses, tall, short, grow, bigger, smaller</p> <p>Also see PSTT/ TAPS links above</p>	<p>Leaf, leaves, bark, trunk, twig, stick, seeds, nuts, acorn, pinecone, berries, Autumn, Winter, cold, season</p> <p>Also see PSTT/ TAPS links above</p>	<p>Straw, sticks, bricks, plastic, paper, metal, fabric, waterproof, strong, stable, rigid, bendy, flexible, blow, flutter, move</p> <p>Also see PSTT/ TAPS links above</p>	<p>Calf, cow, sheep, lamb, chick, chicken, Spring, daffodils, tulips, crocuses, dandelions, bud, farm, farmer, Spring and seasons vocabulary, predict, observe</p> <p>Also see PSTT/ TAPS links above</p>	<p>Season, summer, hot, life cycle, caterpillar, butterfly, woodlouse, snail, fly, bee, wasp, egg, chrysalis, camouflage, predator, prey, sunflower, seed, grow, water, soil, predict, observe</p> <p>Also see PSTT/ TAPS links above</p>	<p>Names of fruit – apple, oranges, grapes etc., heavy, light, float, sink, sweet, sour, salty, smooth, rough, hard, soft, 5 senses, heavy, heavier, light, lighter, seasons, summer, warm, hot</p> <p>Also see PSTT/ TAPS links above</p>

Expressive Arts and Design Creating with Materials Milestones	Prior Learning (End of Nursery)		
	<ul style="list-style-type: none"> Explore colour and how colour can be changed. Understand that they can use lines to enclose a space and then begin to use these shapes to represent objects. Show interest in and describe the texture of things. Use various construction materials. Begin to construct stacking blocks vertical and horizontally, making enclosures and creating spaces. Join construction pieces together to build and balance. 		
	End of Autumn Term	End of Spring Term	End of Reception
	<ul style="list-style-type: none"> Realise that tools can be used for a purpose. Use simple tools and techniques competently and appropriately. Select appropriate brush for a given purpose. Explore what happens when they use colours. Experiment with different textures. 	<ul style="list-style-type: none"> Safely use and explore a variety of tools and techniques. Experiment with colour, design, texture, form and function. Select tools and use techniques needed to shape, assemble and join materials they are using. Understand that different media can be combined to create new effects. 	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p>

<p>Kapow Art and Design</p> 	<p>Kapow – Marvellous marks unit Self-Portraits</p> <p>KAPOW: Marvellous Marks</p>	<p>Kapow sculpture Unit: lesson 1 & 2</p> <p>Clay Diva Salt dough Christmas decoration</p> <p>KAPOW: Sculpture</p> <p>KAPOW: Seasonal Crafts - Christmas</p>	<p>Kapow sculpture Unit: lesson 3 3D landscapes</p> <p>KAPOW: Sculpture</p>	<p>Kapow – Seasonal Crafts</p> <p>KAPOW: Seasonal crafts - Easter</p>	<p>Kapow unit on painting and colour mixing</p> <p>Paint sunflowers – Van Gogh and bluebells – hot and cold colours.</p> <p>Kapow unit Lets Get Crafty lesson 4 & 5 – snakes (caterpillar), flowers lessons</p> <p>KAPOW: Painting and Mixed Media</p>	
<p>Key Knowledge</p>	<p>See Kapow scheme</p>	<p>See Kapow scheme</p>	<p>See Kapow scheme</p>	<p>See Kapow scheme</p>	<p>See Kapow scheme</p>	<p>See Kapow scheme</p>
<p>Vocabulary</p>	<p>See Kapow scheme</p>	<p>See Kapow scheme</p>	<p>See Kapow scheme</p>	<p>See Kapow scheme</p>	<p>See Kapow scheme</p>	<p>See Kapow scheme</p>
<p>Charanga Music Curriculum</p> 	<p>Charanga Autumn 1</p> <p>Me Nursery rhymes, songs</p> <p>Charanga: Me!</p>	<p>Charanga Autumn 2 Stories</p> <p>Nativity songs. Diwali songs</p> <p>Charanga: My Stories</p>	<p>Charanga Spring 1</p> <p>Everyone</p> <p>Charanga: Everyone</p>	<p>Charanga Spring 2</p> <p>Our World</p> <p>Charanga: Our World</p>	<p>Charanga Summer 1</p> <p>Big Bear Funk</p> <p>Charanga: Big Bear Funk</p>	<p>Charanga Summer 2</p> <p>Reflect ...</p> <p>Charanga: Reflect, Rewind and Replay</p>
<p>Key Knowledge</p>	<p>See Charanga scheme</p>	<p>See Charanga scheme</p>	<p>See Charanga scheme</p>	<p>See Charanga scheme</p>	<p>See Charanga scheme</p>	<p>See Charanga scheme</p>
<p>Vocabulary</p>	<p>See Charanga scheme</p>	<p>See Charanga scheme</p>	<p>See Charanga scheme</p>	<p>See Charanga scheme</p>	<p>See Charanga scheme</p>	<p>See Charanga scheme</p>