

## **Stoke Park Early Years Curriculum**

At Stoke Park we strive to provide, through the quality teaching and delivery of the EYFS curriculum and by embedding the Characteristics of Effective Learning, a learning environment where our children have the very best learning experiences, opportunities and interactions that:

- Inspire them to learn the skills, knowledge and understanding they need to have highly successful, fulfilled childhoods and future adult lives
- Help them to become children who build trusting friendships; are strong in spirit (and are resilient); make wise personal choices; and have strength of character
- Provides the opportunity to be part of a thriving community that enriches childhood, celebrates success and encourages children to believe in their own potential.

We are determined to enable our children to achieve their very best outcomes and therefore our teachers will use their expert knowledge of the children to assess what the children know, monitor and make judgements on their progress, and use this information to plan next steps, taking into account the child's interests and disposition to learning. At Stoke Park Nursery and Primary we are committed to enabling all children to have the very best start to their educational journey in line with our school values: Be kind, Be proud and Strive to succeed.

### **What are we trying to achieve through our curriculum?**

Our curriculum is designed to create curiosity and a love of learning and is broad and balanced, through three elements:

1. Learning based on themes, stories, songs and rhymes; WOW moments and experiences.
2. Teaching and learning based on our themes and children's interests.
3. Our curricular goals.

Learning within the Early Years is play based, being an essential part of children's learning, and takes place indoors and outside. Children choose their play through high quality resources which have been carefully selected to ensure rich potential learning. There is a balance between child-initiated experiences and adult-led learning.

Our curriculum supports children to build, broaden and deepen their interests. Through support and scaffolding, every child can access the curriculum. We recognise that every child will progress and achieve at different rates, however all children will participate in the curriculum. Where children progress quickly, we will deepen their learning, applying the skill to another context or by supporting other children.

Our goals are:

1. To be a confident communicator
2. To be a fantastic reflective friend
3. To be an amazing athlete
4. To be a brilliant bookworm and wow writer
5. To be a master of maths
6. To be an exceptional explorer
7. To be an amazing creator

(see Appendix 2)

Our curriculum is implemented through;

- purposeful play, where we respond to each child's needs and interests, guiding their learning and development through warm and positive interactions
- topics interwoven into their purposeful play
- daily adult led literacy, maths and phonics inputs. The children will have opportunities to complete activities to apply knowledge and skills linked to these inputs and in reception they will complete adult guided activities.
- weekly PSED, Gym and drama sessions as well as weekly P.E in reception.

Overview and knowledge	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Characteristics of effective learning</b>	<p><b>Playing and exploring:</b> - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning.</p> <p><b>Active learning:</b> - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p><b>Creating and thinking critically:</b> - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>					
<b>Main theme</b>	<b>Magical Me!</b>	<b>1,2,3, off we go</b>	<b>Rhythm and rhyme</b>	<b>Sunshine and sunflowers</b>	<b>Terrific tales</b> Gingerbread man/Little red hen 22/23 Jack and the beanstalk 23/24	<b>Big wide world Farm 22/23 Wild 23/24</b>
<b>Possible ideas/ lines of enquiry</b> These ideas within the themes may change or be replaced depending on child interest or fascination	N - who am I? Where do I live? Who's in my family? People who help us in the community	N - Places we visit, ways to travel incl walking, bus, car, trains, aeroplanes, rockets/space	N - Exploring rhyme and rhythm, oral retelling of classic rhymes	N - what is a minibeast? new life, life cycles, plants and seeds	N - oral retelling of stories, inventing own stories, stories from around the world, cooking/food keeping healthy	N - Farm, wild, ocean animals Farm - animals and their offspring What do animals eat? Where do they live? How do we change?
	R - My family, my school, my environment, people around me, people who help us	R - modes of transport now and in the past - steam trains, local transport, exploring and travelling, maps rockets/space	R - Listening to new and old rhymes, creating own rhymes, oral retelling of new rhymes	R - What do plants need to grow? Minibeasts, Spring	R - inventing and innovating stories,	R - Farm, wild, ocean animals How animals grow and change, How we grow and change, where in the world do animals live? look at contrasting places, maps
<b>Festivals, special occasions</b>	Starting school Autumn Black History month	Bonfire night Diwali (light festival) Remembrance day, Hanukkah Winter	Chinese New Year Earth week Mental Health week	Shrove Tuesday World book day Mother's Day Easter Safer Internet Day	Eid Literacy with parents	Summer Father's Day Refugee week

		Christmas		International Women's day		Transition events - to new classes/new schools Eid
<b>Enrichment experiences/ wow moments</b>	Starting school Walking around whole school Living eggs - new life/new beginnings Visit from local police officer	Rocket /vehicle building with parents Visit to the local church Christmas craft with parents Christmas nativity	Making tea and cakes Science Experiments	Butterfly kit Visiting theatre company	Stoke Park forest- Local sculpture trail	Olddown Farm CST Fun Day (R) Sports day
<b>Enrichment passport opportunities</b>	N - Create a self-portrait	N - Make and sell cakes Perform on stage Go on a bear hunt	N - Sing to an audience Post a letter	N - Watch live theatre Watch a caterpillar evolve	N - Go on a sculpture trail	N - Participate in their first sports day
	R - Create a mural Splash in puddles	R - Perform on stage Retell a story to an audience Visit Westonbirt and go on a Gruffalo hunt	R - Fly a kite	R - Observe a tadpole changing into frog	R - PLant a seed and observe it growing	R - Have a picnic Feed animals at a farm/wild place
<b>Core book suggestions</b>	Owl babies( N/R) Our house N So much (R)	We're going on a bear hunt (N) Whatever Next (N/R) Mr Gumpy's outing (N) Dig dig digging (R) I am Emilia Arehart (R)	Nursery rhymes (N) Oi! frog (R) Giraffes can't dance(R)	The very hungry caterpillar (N/R) Growing Frogs(R)	Gingerbread man N/R The little red hen N/R Jack and the beanstalk (N/R) The runaway Chappati (N/R)	Dear Zoo (N) Handa's surprise (N/R) Augustus and his smile (R) The pig in the pond (N)
<b>Reasons – text/author core vocab challenging vocab</b>	Repetition New vocabulary Relationship to self, feelings, family relationships Simple structure Sing song rhythm of So Much	Repetition New vocabulary Sense of adventure Scope for movement and language activities Rhyming structure developing imagination	Exploring rhythm and rhyme and syllables in words Development of speech New vocabulary Different genre of writing Rhyming strings	Real experience Action books Repetition New vocabulary Decodable words Simple sentences	Repetition Discussion and moral story Links to the Spring/Summer season Decodable words and simple sentences Ignites talk about different cultures	New vocabulary Links to healthy eating Repetitive structure Making links to prior knowledge - fruits/animals Exploring different cultures

	Ignites talk about different cultures		Helps to hear sounds and syllables in words			
<b>Link books</b> Non-fiction and fiction	Lullabyehullabaloo My Mum and Dad make me laugh From head to toe My Mum and My Dad Funny Bones My hair All are welcome Family and Me Ten little fingers and 10 little toes Super Duper You Marvellous me	Bonfire Night Oi get off my train Mr Gumpy's motor car The way back home How to catch a star The runaway train We all go travelling by Naughty bus Rama and Sita	Each Peach Pear Plum Oi! Frog Oi! Cat Nursery rhymes/poems	What the ladybird heard The very busy spider Pancakes Pancakes	Goldilocks and the 3 bears Jim and the beanstalk Enormous turnip Prince Cinders Too much talk Jasper's Beanstalk	Dear Zoo The crafty chameleon A balloon for Grandad Peace at last On my home Rainbow fish The fish that could wish Once there were giants

<b>Communication and language</b>						
<b>Nursery knowledge</b>	<p>Know that listening to others one to one and in small groups is important and can demonstrate good listening</p> <p>Know that a story has repeated sections and characters that can be spoken about</p> <p>Know that a simple instruction needs responding to - get your coat on as it is raining.</p> <p>Know that it's ok to talk to others about wants and needs</p>	<p>Know and demonstrate the prepositions - under, between, in, on, next to</p> <p>Know that a story can have repeated sections and to join in with them</p> <p>Listen to directions and instructions and follow them</p> <p>Know a simple event is told in the correct order - I fell over. Hurt my knee.</p> <p>Know the questions starters - what and</p>				

	<p>Know they can share information about new people we have met</p>	<p>where to find out about journeys</p> <p>Know and use the new vocab - vehicle, journey, explorer</p> <p>Know why and how we listen to a performance (Xmas)</p> <p>Use vocab from stories about vehicles in their everyday play</p>				
<p><b>Reception knowledge</b></p>	<p>Know that listening to others is important</p> <p>Know new vocabulary and use it in their everyday talk</p> <p>Name objects and tools in the classroom - pens, scissors, glue, paint brushes, play dough</p> <p>A multi-step instruction is to be done in order e.g. 1st put on coats, then zip them up, after that we go out to play</p> <p>Retell an event (from a story/own experience) in the past in order e.g. describe what they did at the weekend</p>	<p>Know how to make comments about what they have heard.</p> <p>Ask simple questions using what and where</p> <p>Know how to talk to their friends when playing</p> <p>Know the new vocabulary related to the topic and use in their play</p> <p>Know and talk about influential figures - Guy Fawkes and George Stevenson</p>				

Personal, Social and Emotional - see also separate whole school behaviour and safeguarding curriculum plans						
Discrete PSED lessons	<p><b>Jigsaw lessons (N&amp;R)</b> Being Me in my world</p> <p>Make relationships with staff and children in the class. Understand the boundaries within the classroom and become familiar with our behaviour policy through modelled behaviour. Get children familiar with the environment.</p>	<p>Celebrating difference</p> <p>Children will learn all about a range of feelings and emotions during circle time - use 'Jigsaw Jenie'' to teach these. Children will also learn about sharing, being put into small groups to teach and model this. Big emphasis on tidy up time - use the song to encourage this.</p>	<p>Dreams and Goals</p> <p>Children to understand and accept the need of others through the use of group sharing activities and listening games</p>	<p>Healthy Me</p> <p>Taking responsibility for looking after their own possessions. Be independent in their toileting needs</p>	<p>Relationships</p> <p>Children to recount their experiences to each other, listening and responding appropriately.</p>	<p>Changing me &amp; transitions</p> <p>Changes - transition into new setting Prepare children: visit new classes/stay and play/meet new teacher. Children to share feelings about the transition and to talk about these throughout.</p>
<b>Nursery knowledge</b>	<p>Model what makes a good friend - kind, good listener, sharing and taking turns</p> <p>Name at least 5 friends in the class</p> <p>Know some classroom rules - follow and understand 1,2,3 rules, begin to follow and understand STAR, fantastic walking and fantastic listening rules</p> <p>Know they can ask an adult for help</p> <p>Know the school environment rules - walking quietly, kind hands and feet, listen to others</p> <p>Know and follow through that they must wash and dry their hands after toileting and before eating</p>					

	<p>Begin to know how to keep themselves safe - PANTS lesson</p> <p>Understand and use the words happy, sad, cross to explain own and others feelings</p> <p>Know that we are all different and that's ok</p> <p>Know I can use the 3 minute timer to take turns with my friends</p> <p>Know that they can alone, with others and alongside others</p> <p>Know how to invite a friend to play</p>				
<p><b>Reception knowledge</b></p>	<p>Explain what makes a good friend - kind, good at sharing, taking turns, kind hands, good listener</p> <p>Explain the classroom rules</p> <p>Know and understand STAR, 123, Fantastic walking and Fantastic listening</p> <p>Know the names of most of their class peers</p> <p>Know how to put on shoes and socks</p> <p>Know how to take off/put on jumper and coat</p> <p>Know the sequence for washing and drying hands</p> <p>Know how to keep themselves safe - PANTS lesson</p> <p>Know how to recognise the feelings of others and describe how they feel using the words happy, excited, sad, scared, cross, and worried</p>				



	Know what a friend is and describe what makes a good friend				
	Know what to do if someone is unkind to me.				
<b>Physical development - P.E is taught discretely in Reception using Real P.E, Gymnastics is taught discretely in Rec and Nurs</b>					
<b>Nursery knowledge</b>	<p>Begin to know how to jump 2 feet to 2 feet</p> <p>Know that I should not run into my friends (spatial awareness)</p> <p>How to use school tweezers and spray bottles</p> <p>Use a fork to eat with</p> <p>Ride a tricycle pushed by a friend</p> <p>Hold scissors to open and close them</p> <p>Crawl through a tunnel</p> <p>Know how to unzip coat and put on wellington boots</p>	<p>Ride a tricycle</p> <p>Walk along a plank outside balancing myself</p> <p>Hold scissors with a controlled grip and snip paper</p> <p>Use pipettes to squeeze water up and out</p> <p>Knows how to hold and use musical instruments, jugs, hammers and mark making tools.</p> <p>Begin to know how to put on their coat using the floor model</p> <p>Know how to tell an adult they are hungry or tired.</p>			
<b>Reception knowledge</b>	Control run, hop, climb, crawl, jump, walk being aware of space around	Knows how to cut along a curved line (relatively close)			

	<p>Trace using templates</p> <p>Use a knife and fork to eat my food</p> <p>Ride a tricycle around a course</p> <p>Use small tools - scissors to cut forward, tweezers, pipettes,</p>	<p>Know how to crawl, slither, balance, hop, climb, skip and roll.</p> <p>Know which hand I use for writing</p> <p>Knows how to hold a pencil with a tripod grip</p> <p>Know the routine for going to the toilet and being independent</p> <p>Knows why we need to sleep, eat, exercise and can explain why</p> <p>Sit at a table with control</p>				
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<b>Literacy</b>						
<p><b>Nursery knowledge</b></p>	<p>How to make different marks using a range of resources How to imitate shapes and symbols from L-R I – o + How to listen to a story, poem, songs How to join in with repetitive phrases and missing words from familiar stories and rhymes How to enjoy looking at books independently by turning pages L-R, holding the book the right way up.</p>		<p>How to make marks and identify them How to draw a list of food and talk about what's on the list How to draw themselves with identifiable features How to order a story using visuals and begin to retell a story in order. That print and illustrations carry meaning in the environment How to answer the question - what will happen next - and predict</p>		<p>Their marks have meaning and can talk about them How to write some letters in their name the 5 key concepts of print - author, illustrator, front/back cover, spine and page turning L-R How to retell a familiar story using actions and key repetitive phrases How to tell their own stories by looking at books or making one up A story has characters and settings that stories have a sequence - beginning, middle and end.</p>	
<p><b>Nursery Phonics - use unlocking letters and sounds Phase 1</b></p>	<p>Phase 1 - aspect 1 will be able to identify and listen for environmental sounds and name the sound of -plane, car, phone, pig, -keys, crisps, bells</p>	<p>Phase 1 - aspect 2/3 -will be able to identify and match sound makers/instruments -the difference between loud/quiet, fast/slow</p>	<p>Phase 1 - aspect 4 Rhythm and rhyme -some will be able to recognise spoken words that rhyme -know that words have syllables and clap them</p>	<p>Phase 1 - aspect 5 -begin to hear the 1st sound in a word -know and say the 1st sound in their name</p>	<p>Phase 1 - aspect 6 -know that we have different voice sounds -know that words have different sound c-a-t, d-o-g</p>	<p>Phase 1 - Recap and aspect 7 Oral Segmenting and blending -will begin to segment and blend simple CVC words orally -will begin to hear and say the initial sounds in words</p>
<p><b>Reception children will know...</b></p>	<p>That words can be written That their marks have meaning and they can talk about them To begin to use graphemes to write initial sounds How to write the taught letters To draw a story map with marks they can talk about and are meaningful How to write their name using recognisable letters</p>		<p>How to segment sounds in simple words to begin to write simple sentences, captions, labels, speech bubbles, lists How to draw a story map and add words that can be read back How to form 50% of the alphabet correctly to retell through actions and key phrases and change elements of a familiar story e.g. the characters, the setting, the ending</p>		<p>How to write a simple sentence that they can read back for a range of purposes How to form most letters of the alphabet correctly How to create their own stories with illustrations That a setting is and use taught language to describe it.</p>	

	<p>That a book can be enjoyed</p> <p>How to retell a familiar story using actions and key phrases. To answer questions - who is in the story, what happened at the beginning, the middle and the end.</p> <p>How to answer the question - what do you think will happen?</p> <p>That letters have meaning and are beginning to read them/say the sounds</p> <p>How to say and hear the initial sounds in words to know the 5 concepts of print</p>	<p>That information can be retrieved from books and digital devices</p> <p>How to recognise and read familiar words e.g. mummy, daddy, siblings names</p> <p>How to answer simple questions about what they have heard and read.</p>	<p>How to identify the main character and use taught adjective to describe their characteristics</p> <p>How to use and understand why, what, where, when, how and who questions</p> <p>How to answer simple comprehension questions as well as using new vocabulary during discussions.</p>			
<p><b>Reception Phonics - use unlocking letters and sounds phase 2 - 4 See appendix 1</b></p>	<p>Phase 2 Phase 2 CEWs for reading - to read 'the to I no go into'</p>	<p>Phase 2 and phase 3 Phase 2 CEWs for writing Phase 3 CEWs for reading</p>	<p>Phase 3 Phonics Mastery Phase 2 CEWs for writing Phase 3 CEWs for reading</p>	<p>Phase 4 Phonics Phase 3 CEWs for writing Phase 4 CEWs for reading</p>	<p>Phase 4 Phonics Mastery (with phase 3 and polysyllabic words) Phase 3 CEWs for writing Phase 4 CEWs for reading</p>	
<b>Mathematics</b>						
<p>Nursery overview - from Mastering the curriculum</p>	<p>Recognising and naming colours Sorting by different attributes</p>	<p>Exploring and understanding number 1, 2 Counting principles AB patterns</p>	<p>Exploring and understanding number 3, 4, 5</p>	<p>Exploring and understanding 6 Comparing height and length Capacity – full, half full and empty Weight – heavy and light</p>	<p>Properties of shape More/fewer One more/one less</p>	<p>Ordering events of the day Positional language</p>
<p><b>Nursery knowledge</b></p>	<p>Know at least the colours red, blue, yellow, white and black That not all colours match</p>	<p>To quickly recognise groups of up to 2 objects without counting (subitise).</p>	<p>To quickly recognise groups of up to 3, 4, 5 objects without counting (subitise).</p>	<p>To quickly recognise groups of up to 6 objects without counting (subitise) That the last number said represents the</p>	<p>Use the words straight, curved, round and flat to describe shape That some shapes are good for building and some are not</p>	<p>Begin to use the words first, next and last to talk about my day Use and understand the words under, on,</p>

	Recognise when things are the same or different e.g. these are blue and these are pink sort a set of animals into e.g. elephants and lions	That each object should only be counted once Make marks to represent numerals recognise the numerals 1 and 2 To say the number names in order when counting objects Use the words spotty and stripey to describe patterns Copy a simple pattern red, blue, red, blue	That each object should only be counted once Make marks to represent numerals recognise the numerals 3, 4, 5 Can show 'finger numbers' up to 5 To say the number names in order when counting objects	total number of objects Recognise the numeral 6 Make marks to represent the numeral 6 Use the words big and small to compare objects Use the words long, short and tall Begin to use the words longer, taller, shorter than Use and understand the words heavy and light Use and understand the words full, empty and half full	Use the words same and more to compare apples with a friend To use the words more and fewer to compare quantities	in, behind, forwards, backwards and sideways
<b>Reception overview - from White Rose Maths</b>	Matching/sorting Compare amounts Compare size, mass and capacity Exploring pattern Representing 1,2,3 Comparing 1,2,3 Composition of 1,2,3 Circles and triangles Positional language Representing numbers to 5 One more and less Shapes with 4 sides Time		Introduce 0 Comparing numbers to 5 Composition of 4 and 5 Compare mass Compare capacity 6,7,8 Making pairs Combining 2 groups Length, height, time Building 9 and 10 Comparing numbers to 10 Bonds to 10 3D shape Pattern			Building numbers beyond 20 Counting patterns Beyond 10 Spatial reasoning match, rotate, manipulate First, then now Adding more Taking away Spatial reasoning Compose and decompose Doubling, sharing, grouping Odd and even numbers Spatial reasoning Patterns and relationships Spatial reasoning -mapping
<b>Reception knowledge</b>	Describe HOW a group has been sorted e.g. into colour, animals, toys					

	<p>Say the numbers to 10 in order          To say when they have the same, fewer or more and use the words to compare          Create a simple AB pattern and talk about          To subitise 3          To count accurately up to 3 objects in order          Write the numerals 1- 5          Know that the numbers 1-5 can be represented in different ways          Know the composition of 1,2,3          Know and recognise that triangles have 3 sides, circles 1 side and some shapes have 4 sides          Be able to explore and talk about different shapes          Know the number that is 1 more or 1 less than a number up to 10          To know and use the words morning, afternoon, evening, day and night          Know and use the words heavy/ier, light/er, full, half full, empty and compare 2 objects</p>		
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**Understanding the world**

<p><b>Nursery knowledge</b></p>	<p>Name the people in my family</p> <p>Know and use the words head, shoulders, leg, arm, knees and toes, eyes, nose and mouth</p> <p>Name my teachers</p> <p>Name the school I attend</p> <p>Know that there are different classes in the school</p>	<p>Name/recognise the vehicles - car, aeroplane, bus, bicycle, train, hovercraft</p> <p>Know that steam trains and motor cars were used in the past.</p> <p>Know that 'old fashioned' cars and trains are different to today</p>				
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	<p>Know the words sunny, cloudy, rainy and windy and recognise the weather</p> <p>Name 4 people who help us - police officer, fire fighter, doctor, teacher</p> <p>Know about the achievements of Mary Seacole links to Black History month</p>	<p>Name the vehicles they have travelled in/on</p> <p>Maps help us when we go on a journey</p> <p>To talk about different celebrations they have or others have</p> <p>Know that Mary and Joseph travelled by donkey to Bethlehem</p> <p>Know that Jesus was born on Christmas day</p> <p>Know that the oven makes a cake rise</p>				
<b>Reception knowledge</b>	<p>Name members of my family and say who is the eldest and youngest.</p> <p>Name members of the school e.g Head, office staff, teachers, chef</p> <p>Talk about themselves in the past as a baby and themselves now at school</p> <p>Know and use additional body parts - elbow, chin, wrist, waist</p>	<p>In addition name - ship, rocket, hot air balloon,</p> <p>Know that green is land and blue is water on a map of the world</p> <p>Know who George Shackleton and Ernest Shackleton were and talk about them</p> <p>Know that we have different beliefs and special times are</p>				

	<p>Know I live in Bristol, England</p> <p>Talk about the school grounds and know the words field, building, road, play ground</p> <p>Name what they see on their route to school - shops, church, houses, park</p> <p>Know additional people who help us - paramedics, refuse collectors, nurses, shop workers</p> <p>Autumn - describe what happens in this season - leaves change colour, fall off, gets colder</p> <p>Know we should all be treated as equals.</p> <p>Know about the achievements of the photographer Seydou Keita.</p> <p>Know that there are differences between themselves and others.</p>	<p>celebrated in different ways</p> <p>Know that there is different transport around the world - tuk tuk, gondola, dog sled.</p> <p>Compare and contrast transport of today and the past</p> <p>Know the Christmas story</p>				
<b>Expressive arts and design - Music is taught discretely in Reception using Bristol Plays Music</b>						
<b>Nursery knowledge</b>	<p>Know the primary colours red, yellow, and blue</p>	<p>Know that sellotape is used to join boxes to create a vehicle</p>				



	<p>Know the welcome songs - weather/hello song</p> <p>Know that different instruments make different sounds.</p> <p>Know that the sounds can evoke feelings</p> <p>Know that colours can be mixed together</p> <p>Know that they can create different shapes with play dough</p> <p>Know how to use a rolling pin</p> <p>Know they can pretend - cook, sleep, rock the dolls in the home corner</p> <p>Know how to use glue to join resources to paper</p>	<p>Know that they can use different types of lines to draw</p> <p>Share their creations with family and friends and talk about it</p> <p>Know that they can use dance movements to journey across the floor</p> <p>Know that a hand print can be turned into a reindeer to make a card</p> <p>Know 3 new songs to perform to family and friends</p>				
<b>Reception knowledge</b>	<p>Know that when they mix colours they create new colours</p> <p>Know that certain colours are used to represent themselves - portraits</p> <p>Use a variety of resources to create a collage</p> <p>A small world can be created using different construction, blocks and small world kits</p>	<p>Know how to create a model vehicle using recycled materials</p> <p>Know 5 new songs to sing to an audience</p> <p>Safely use a hole punch to create holes to thread ribbon through leaves</p> <p>Know how to mould clay to create a hedgehog</p>				

	Know how to join using sellotape and glue Know 3 new songs					
<b>Parental involvement</b>	Home visits Stay and Play session Parent's evening	Parents rocket/vehicle building workshop Christmas craft session Christmas nativity performance	Nursery rhyme sing-along and tea party Parent's evening	Book at bedtime	Stay and Play session	Sports day Early Years picnic

Appendix 1

Unlocking Letters and Sounds Detailed Progression Reception – Y2





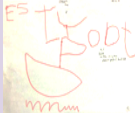



Reception		GPCs	CEWs
Autumn 1 (as soon as all children are in school – no later than week 3)	Phase 2	s a t p l n m d g o c k c k e u r h b f ff l ll ss	Read: the to I no go into
Autumn 2	Complete Phase 2 Phase 3	j v w x y z zz qu ch sh th ng ai ee igh oa oo ar or ur ow oi ear air ure er	Write: the to I no go into Read: a she he we me be was no go my you they her all are
Spring 1	Phase 3 Mastery	j v w x y z zz qu ch sh th ng ai ee igh oa oo ar or ur ow oi ear air ure er	Write: the to I no go into Read: a she he we me be was no go my you they her all are
Spring 2	Phase 4	CVCC and CCVC examples: bend mend hump bent damp spot spin trip glass speck	Write: a she he we me be was no go my you they her all are  Read: said so have like some come were there little one do one do when out what
Summer 1 and 2	Phase 4 Mastery (with phase 3 and polysyllabic words)	CVCC and CCVC with phase 3 GPCs examples: quilt toast burst theft shelf  Polysyllabic CVCC and CCVC examples: restless desktop handbag	Write: a she he we me be was no go my you they her all are  Read: said so have like some come were there little one do one do when out what

		CCVCC and CCCVC examples: Crust frost scrunch strong	
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Appendix 2 Nursery end of year curricular goals

<p>Fantastic reflective friend </p> <p>To become a 'Sparkly Star' who happily greets and interacts with others, sharing thoughts and resources patiently; valuing self and others and willing to persist and not be daunted by failure. To begin to manage own personal needs. (PS&amp;ED)</p>	<p>Confident communicator </p> <p>To become a 'Happy Chatter' in everyday play and focussed sessions, showing the ability to follow instructions, concentrate, think through and extend ideas and real and imaginary thoughts with others. (C&amp;L)</p>	<p>Amazing athlete </p> <p>To become a confident 'Risk Taker' and develop body strength when climbing up, across and down, under and on. To ride a trike with confidence. To explore and use a range of tools using one hand. (PD)</p>
<p>Brilliant bookworm </p> <p>To become a 'Book Worm' enthusiast and readily access books for pleasure, turning pages individually, to name a favourite book and to retell a simple story using actions and repetitive phrases (Lit reading)</p>	<p>Wow writer </p> <p>To become a 'Funky Finger' enthusiast who builds up hand and whole-body strength through adventurous play and sometimes gives meaning to their marks. To begin to write their own name. (Lit writing)</p>	<p>Master of Maths </p> <p>To be able to use mathematical knowledge and language naturally in everyday play. Counting and representing marks to at least 5 and matching, measuring and comparing. (Maths)</p>
<p>Exceptional explorer </p> <p>To know their own family tree. To know similarities between themselves and others and show curiosity about the world around them. (UW)</p>	<p>Amazing creator </p> <p>To express themselves through drawing, painting, role play and music. To attempt to play instruments loudly, softly, fast and slowly whilst developing an ear for rhythm. (EA&amp;D)</p>	

## Reception end of year curricular goals

<p><b>Fantastic reflective friend</b> </p> <p>To become a 'Sparkly Star' who can be kind, caring and helpful, show empathy and respect to others. To work and play cooperatively whilst considering the feelings of others. To manage their own personal needs and know how to stay healthy. (PS&amp;ED)</p>	<p><b>Confident communicator</b> </p> <p>To become a 'Happy Chatter' who can listen carefully in different situations, hold a conversation with friends and adults, ask relevant questions and use new vocabulary to explain ideas and feelings. (C&amp;L)</p>	<p><b>Amazing athlete</b> </p> <p>To become a 'Risk Taker' who can show strength, balance and co-ordination when playing. Who can run, jump, hop, climb and dance with confidence. Who can hold a pencil effectively and use a range of small tools (e.g. use cutlery, scissors) (PD)</p>
<p><b>Brilliant bookworm</b>  who</p> <p>To become a 'Book Worm' can show a love for reading, use new vocabulary to talk about what they have read or has been read to them, read words and simple sentences (using single sounds and digraphs they have learnt) (Lit reading)</p>	<p><b>Wow writer</b> </p> <p>To become an 'Amazing author' who can write letters, words and simple sentences to give a message or write a story that can be read by themselves and others. (Lit writing)</p>	<p><b>Master of Maths</b>  Maths'</p> <p>To become a 'Master of Maths' who can show a deep understanding of numbers to 10, recognise patterns within the number system, subitise, compare quantities and recall number bonds to 5. To use this knowledge in real life problems. (Maths)</p>
<p><b>Exceptional explorer</b> </p> <p>To show curiosity about the world around them, understand some difference between times and places. Someone who can look after their community and care for the Lockleaze environment. To have an awareness and appreciation of other people's cultures and beliefs. (UW)</p>	<p><b>Amazing creator</b> </p> <p>To create a 'masterpiece' using a range of techniques and resources. To create and perform a song, story, poem or rhyme to an audience. (EA&amp;D)</p>	

