

DARTINGTON C of E ACADEMY



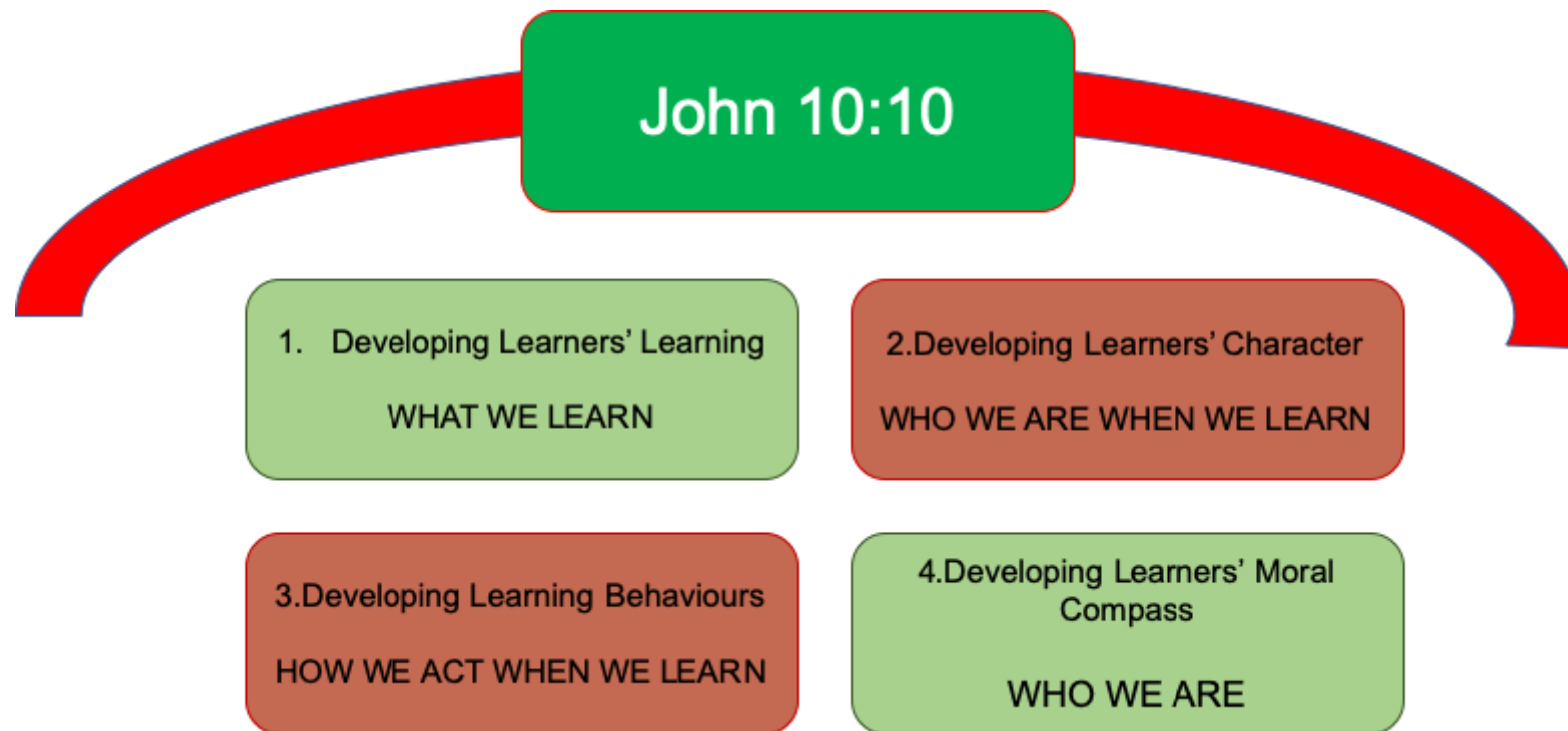
EYFS

CURRICULUM OVERVIEW 2021-22

Our curriculum is the beating heart of our school and is rooted in John 10:10.

“I came that they might have life and live it to the full”

Within our Christian vision ‘together we grow, together we flourish’ our children will develop a love of learning and be totally immersed in different worlds, cultures and times preparing them for the next stage of their education.



Our curriculum is the beating heart of our school and is encapsulated by John 10:10

'I came that they may have life and have it abundantly'.

Within our Christian vision *'together we grow, together we flourish'* our children will develop a love of learning and be totally immersed in different worlds, cultures and times.



CURRICULUM INTENT

1. Developing Learners' Learning

WHAT WE LEARN

Our children will experience a knowledge-rich curriculum, underpinned by oracy, language and reading.



CURRICULUM INTENT

2. Developing Learners' Character

WHO WE ARE WHEN WE LEARN

Our children's uniqueness will be captured so that they develop self-discipline and integrity to make good choices.



CURRICULUM INTENT

3. Developing Learning Behaviours

HOW WE ACT WHEN WE LEARN

Our children will develop their learning behaviours and attributes so that they can embrace all opportunities and think critically.



CURRICULUM INTENT

4. Developing Learners' Moral Compass

WHO WE ARE

Our children will develop a deep sense of self and others to contribute positively within the diverse community and world in which they live.

Early Years Foundation Stage

Long-term curriculum overview

The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.

Our Early Years Foundation Stage seeks to provide:

- **quality and consistency** so that every child makes good progress and no child gets left behind
- **a secure foundation** through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly
- **partnership working** between practitioners and with parents and/or carers
- **equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported

The four guiding EYFS principles shape practice in our early year's settings¹:

1. Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured.
2. Children learn to be strong and independent through **positive relationships**.
3. Children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers.

¹ See Statutory framework for the early years foundation stage 2021, p6

4. **Learning and Development.** We understand children develop and learn in different ways and at different rates. The EYFS framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

It is our intention that our curriculum provides the basis for learning and development but that, following best practice, class teachers adapt to and reflect the individual and collective interests, passions and needs of the children in their class.

Teaching in EYFS:

Play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems. Children learn by leading their own play, and by taking part in play which is guided by adults. Practitioners must stimulate children's interests, responding to each child's emerging needs and guiding their development through warm, positive interactions coupled with secure routines for play and learning. As children grow older and move into the Reception year, there will be a greater focus on teaching the essential skills and knowledge in the specific areas of learning. This will help children to prepare for year 1.²

The foundation for our curriculum and the learning experience will be rooted in the 'Prime Areas' of the EYFS Framework:

Communication and Language; Personal, Social and Emotional Development and Physical Development.

The four specific areas, **Literacy, Maths, Understanding the World, and Expressive Arts and Design**, will build on these firm foundations and ensure that children are ready for the depth and breadth of our Key Stage 1 curriculum.

Each of these areas follow an educational programme which involves a breadth of activities and experiences for children, as set out under each of the areas of learning in the Statutory framework for EYFS 2021.³

² See Statutory framework for the early years foundation stage 2021 Section 1.14, p16

³ See Statutory framework for the early years foundation stage 2021 Section 1.6, p8-10

	Autumn Term	Spring Term	Summer Term
	'Tell me a story'	'I wish I was a...'	'Let's investigate'
Learning focus:	<p>1. The Story of Me: Everybody is the same, everybody is different</p> <p><i>We will spend time finding out about ourselves, our classmates and others. We will explore what it means to be a person, how our likes and dislikes make us similar and different to others, how we can value and show love to others and ourselves and what it means to be part of the Dartington Cof E Academy community. We will use stories and videos to find out about people who live in different places and celebrate the diversity of our world. We will find out about how our bodies work and recognise the amazing things we can do, as well as learning how to keep ourselves safe and healthy.</i></p> <p><i>We will also spend time noticing the changing season and talking about the changes which occur during Autumn, listening to stories, poems and rhymes and learning new vocabulary. We will look at Art which represents Autumn and think about how colour is used to show the things we have observed, experimenting and exploring with colour ourselves.</i></p>	<p>1. People who help us</p> <p><i>We will be finding out about the people who help us everyday, from those at home and school, to our local community, wider world and beyond. We will meet people from a wide range of jobs such as the police, the RNLi and health professionals and ask questions to help us find out more about what they do. We will read books, watch videos and use role play to help us understand more about the different jobs people do. We will think about how roles differ now from the past and imagine what they might look like in the future! We will think about how we can stay safe and healthy and how we can help others in our community and the wider world, developing our sense of community and responsibility.</i></p>	<p>1. The world around us</p> <p><i>We will develop our understanding of the natural world, discovering which plants and animals live around Dartington and Devon and investigating how things grow and thrive. We will spend time observing the natural world, including animal life cycles such as frogs and butterflies, and learn new vocabulary to help us talk about and describe what we see. We will plant seeds and find out about how food grows, including how we can eat more sustainably and healthily. We will find out about the differences between our local natural world and contrasting environments around the world, such as the desert, rainforest and tropical oceans. We will compare habitats and the creatures which live in these places, finding out about how animals and plants are adapted to their habitats. We will find out about global warming and the climate emergency, and how we can make a positive impact on the world and protect the natural environment.</i></p>

Nursery (3-4)
progression:

Children will be taught to:

- Use a wide range of vocabulary to describe themselves, others, their communities and their bodies. Examples include: “different”, “same”, “similar”, “kindness”, “compassion” and the basic names for body parts.
- Express their own point of view and listen to those of others.
- Develop a sense of community through understanding the meaning of some of our Dartington school values and how these can be shown.
- Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.
- Understand gradually how others might be feeling.
- Begin to make sense of their own life story and that of their family.
- Continue to develop positive attitudes about the differences between people.
- Know there are different countries in the world and talk about some of the differences they have seen or experienced.
- Make healthy choices about food, drink, activity and toothbrushing.
- Explore colour and colour-mixing.

Children will be taught to:

- Show interest in different occupations.
- Use a wide range of vocabulary to talk about and describe different occupations, what they do and how they help their communities.
- Understand and use ‘why’ and ‘how’ questions to find out more about things which interest them.
- Start and maintain conversations with adults and children, using conversation as a way to find out more and explain their own thinking.
- Continue to develop a sense of community by exploring the ways we can all help and support others, further building an understanding of our school values and how these can be shown.

Children will be taught to:

- Plant seeds and care for growing plants.
- Understand the key features of the life cycle of a plant and an animal.
- Begin to understand the need to respect and care for the natural environment and all living things.
- Use a wide range of vocabulary to talk about and describe the natural world, learning scientific vocabulary to talk about the parts of a flower, insects and processes of growth, change and decay.
- Ask and understand ‘how’ and ‘why’ questions, using their observations as well as learning from stories, non-fiction books and poems to answer questions.
- Sing a large repertoire of songs.

<p>Reception progression:</p>	<p>Children will be taught to:</p> <ul style="list-style-type: none"> ● Use new vocabulary confidently throughout the day. Examples include: “diverse”, “culture”, “respect” “compassion” and more specific and scientific names for body parts. ● Connect ideas and extend their thinking, using what they know to reason and develop their own point of view. ● Continue to develop a sense of community and build understanding of our school values and how these can be shown. ● Talk about members of their immediate family and community. ● Think about the perspectives of others. ● Express their feelings and consider the feelings of others. ● Recognise that people have different beliefs and celebrate special times in different ways. ● Recognise some similarities and differences between life in this country and life in other countries. ● Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> -regular physical activity - healthy eating - toothbrushing - sensible amounts of 	<p>Children will be taught to:</p> <ul style="list-style-type: none"> ● Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary, building a rich understanding of different occupations and their roles in society. ● Use new vocabulary in different contexts, talking and writing about what they have learnt and sharing knowledge with others. ● Comment on images of familiar situations in the past, using what they have learnt to talk about the way the world has changed as well as how roles have changed and developed over time. Explore through talk, stories and poems how roles might change in the future and learn about different opportunities in our community, country and globally. ● Ask questions to find out more and to check they understand what has been said to them. ● Continue to develop a sense of community by exploring the ways we can all help and support others, further building an understanding of our school values and how these can be shown ● Know and talk about the different factors that support their overall health and Wellbeing such as: <ul style="list-style-type: none"> - Pedestrian safety - healthy eating 	<p>Children will be taught to:</p> <ul style="list-style-type: none"> ● Explore the natural world around them. ● Describe what they see, hear and feel whilst outside. ● Recognise some environments that are different to the one in which they live. ● Draw information from a simple map. ● Use new vocabulary in a range of situations and contexts, using the scientific and technical language to talk about and describe the parts of a flower, insects and processes of growth, change and decay. ● Ask questions to find out more and to check they understand what has been said to them. ● Use observations of the natural world as well as learning from non-fiction books, stories, poems and videos to help them explain what they see and notice, connecting ideas using a range of connectives and articulating their thoughts clearly in sentences. ● Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.
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	<p>'screen time'</p> <ul style="list-style-type: none"> - having a good sleep routine • Explore, use and refine a variety of artistic effects to express their ideas and feelings. 	<ul style="list-style-type: none"> - toothbrushing 	
Learning focus:	<p>2. Traditional Tales</p> <p><i>We will be listening to and exploring Traditional Tales, both from the UK and around the world. We will learn to sequence some familiar tales, using language from the stories and learning by heart repeated refrains and embedding new vocabulary. We will explore the characters in these stories and make comparisons between them. We will sing songs and learn poems and rhymes associated with stories and share these with our adults at home. Closer to Christmas, we will learn about the Christmas story and take part in rehearsals for a Nativity play, learning songs and poems associated with the Christmas story. We will reflect on the changing seasons and make observations of nature, listening to poems, stories and rhymes and learning new vocabulary.</i></p>	<p>2. Superheroes and Fantastical Tales</p> <p><i>We will be listening to and enjoying a wide range of stories involving superheroes, kings, queens, princes, princesses, pirates and magical creatures. We will explore new vocabulary and use this as we invent our own stories, using role play, props, pictures and writing. We will sing songs and learn poems and rhymes associated with the stories we have learnt and share these with adults at home. As Spring progresses, we will spend time observing the changing seasons, learning songs, poems and rhymes which reflect the changing world. We will create observational pictures of flowers, looking at David Hockney's pictures of daffodils.</i></p>	<p>2. Dinosaurs</p> <p><i>We will be listening to and enjoying a range of stories, poems, songs, rhymes and non-fiction texts about dinosaurs, using these to build and enhance vocabulary and learning some technical and scientific terms, such as herbivore and carnivore. We will learn a number of new songs and create music and dance to dinosaur themed songs. In Reception, we will learn about the history of dinosaur discovery and find out about Mary Anning and the significance of the Jurassic Coast. We will use our prior learning about animals to help us classify dinosaurs and find out more about modern dinosaur discoveries. As Summer progresses we will continue our exploration of the changing seasons, taking the opportunity to carry out observational experiments to enhance our understanding, as well as learning summer songs, poems and rhymes and performing these.</i></p>
Nursery (3-4) progression:	<p>Children will be taught to:</p> <ul style="list-style-type: none"> • Sing a large repertoire of songs. • Remember and sing entire songs. • Know many rhymes, be able to 	<p>Children will be taught to:</p> <ul style="list-style-type: none"> • Enjoy listening to longer stories and remember much of what happens, using props and pictures to support them to retell stories. • Engage in extended conversations 	<p>Children will be taught to:</p> <ul style="list-style-type: none"> • Talk about what they see and know, using a wide vocabulary. • Enjoy listening to longer stories and remember much of what happens, using props and pictures to support

	<p>talk about familiar books, and be able to tell a long story, using stories they have learnt and 'Helicopter Story' sessions.</p> <ul style="list-style-type: none"> Engage in extended conversations about stories, learning new vocabulary. 	<p>about stories, learning new vocabulary.</p> <ul style="list-style-type: none"> Learn and use new vocabulary to retell and tell stories of their own imagining, using 'Helicopter Story' sessions to develop an understanding of the structure of stories and explore character. Draw with increasing complexity and detail, representing what they see using a range of different media and materials. 	<p>them to retell stories.</p> <ul style="list-style-type: none"> Sing songs and know many rhymes. Create their own songs, or improvise a song around one they know. Use all their senses in hands-on exploration of natural materials, using observations and discussion to explore the natural world and talking about what they see, using a wide vocabulary.
<p>Reception progression:</p>	<p>Children will be taught to:</p> <ul style="list-style-type: none"> Listen to and talk about stories to build familiarity and understanding. Retell stories, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Learn new rhymes, poems and songs. Compare and contrast characters from stories, including figures from the past. Sing in a group or on their own, increasingly matching the pitch and following the melody. 	<p>Children will be taught to:</p> <ul style="list-style-type: none"> Articulate their ideas and thoughts in well-formed sentences, expressing their opinions about stories and characters and listening to the ideas of others. Learn and use new vocabulary to retell and tell their own stories, describing events in some details and using props, pictures, writing and 'Helicopter Story' sessions to develop their understanding of story structure and character. Listen carefully to rhymes and songs, paying attention to how they sound. Understand the effect of changing seasons on the natural world around them. Describe what they see, hear and feel whilst outside. Explore, use and refine a variety of artistic effects to express their ideas and feelings, representing what they see using a range of media and 	<p>Children will be taught to:</p> <ul style="list-style-type: none"> Talk about the past, commenting on images and objects (such as fossils) and developing an understanding that dinosaurs lived in the past and became extinct. Engage with non-fiction books, recognising the key features of a non-fiction book and using these to support their understanding and develop knowledge. Write short sentences to communicate their ideas and knowledge, using words with known sound-letter correspondences using a capital letter and full stop. Learn new rhymes, poems and songs and take part in performing these. Explore the natural world around them, describing what they see, hear and feel whilst outside and using scientific and technical vocabulary to talk about their observations, e.g 'evaporating', 'condensation' and

		materials and refining and developing their creations with the help of others.	'temperature'.
School Value focus:	<i>Compassion</i>	<i>Trust</i>	<i>Creativity</i>
Key dates/festivals	<p><i>4th Nov: Diwali</i> <i>11th Nov: Remembrance Day</i> <i>28th Nov: Hanukkah begins</i> <i>December: Advent</i> <i>25th Dec: Christmas Day</i></p>	<p><i>1st Jan: New Year's Day</i> <i>February: Black History Month</i> <i>1st Feb: Chinese New Year</i> <i>14th Feb: Valentine's Day</i> <i>1st March: Mardi Gras (Pancake Day)</i> <i>2nd April: Ramadan begins</i> <i>10th April: Palm Sunday</i> <i>15th April: Passover & Good Friday</i> <i>17th April: Easter Sunday</i></p>	<p><i>8th May: Mother's Day</i> <i>19th June: Father's Day</i> <i>9th July: Eid Al-Adha</i></p>
RE focus (Reception only)	<p>AT 1: Being special: where do we belong?</p> <p>AT2: Why is Christmas special for Christians? (Incarnation)</p>	<p>ST 1: Why is the word 'God' special to Christians?</p> <p>ST2: Why is Easter special for Christians? (Salvation)</p>	<p>ST1: Which stories are special and why?</p> <p>ST2: Which places are special and why?</p>
<p>Throughout the year, children's knowledge and skills across the seven areas are developed through a mix of adult-led, adult-initiated and child-initiated activities and by access to high quality continuous provision which meets their learning needs and next steps:</p>			
Communication and Language	<p>To develop children's spoken language and listening comprehension, children are taught to: Follow simple spoken instructions. Speak clearly, taking turns and listening to what others say. Participate in talk on a range of topics, both through play and in a class discussion. Listen attentively to a range of stories, non-fiction, rhymes and poems.</p>		

	<p>Become familiar with traditional and modern stories, recognising and joining in with predictable phrases, reciting some traditional and modern rhymes and poems by heart.</p> <p>Talk about stories they had heard and say which ones they liked.</p> <p>Take part in role play in familiar and everyday contexts.</p>
Personal, Social and Emotional Development	<p>To develop children’s ability to self-regulate, control their attention span, build relationships and develop independence, children are taught to:</p> <p>Name and talk about their feelings and emotions.</p> <p>Explain right and wrong and the reasons for rules.</p> <p>Ask for and wait for something they want, showing understanding, patience and sensitivity to others’ needs.</p> <p>Listen attentively to others in a range of situations.</p> <p>Set their own goals, work towards these, and celebrate their successes.</p> <p>Take turns and play cooperatively, using a range of strategies to deal with disagreements.</p> <p>Be independent and take care of themselves and their belongings.</p>
Physical Development	<p>To develop children’s gross and fine-motor control skills, children are taught to:</p> <p>Negotiate space and obstacles safely.</p> <p>Demonstrate balance and coordination.</p> <p>Move energetically in a range of ways, such as running, jumping, climbing, hopping, skipping and climbing.</p> <p>Hold a pencil effectively for writing using the correct tripod grip.</p> <p>Use a range of small tools such as cutlery, scissors and paint brushes.</p> <p>Draw with some accuracy and care.</p> <p>Understand and follow healthy and active habits.</p>
Literacy	<p>To develop children’s literacy skills in Reading and Writing we ensure:</p> <p><i>Reading is at the heart of the curriculum</i> - listening to stories, poems and rhymes to support children’s imagination, enhance their vocabulary and develop their comprehension.</p> <p>Systematic synthetic phonics plays a critical role in teaching children the alphabetic code to support early reading and writing skills. Children are taught from the RWI programme from the beginning of Reception and, when appropriate, within our Nursery setting. Whilst in Nursery our children spend time daily building the foundations for early reading through phonological awareness: spotting and suggesting rhymes, counting and clapping syllables and aurally recognising words which begin with the same sound. They are taught to recognise</p>

	<p>and to write their name, forming letters correctly. Once in Reception children are encouraged to use their learning in phonics to help them write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Children are given the opportunity to apply their phonic skills in a range of age appropriate ways, both reading and writing, throughout the environment, both independently and with adult support.</p>
Maths	<p>To develop understanding of mathematical concepts we prioritise: The direct teaching of maths concepts with sufficient time to practise and rehearse important processes and skills. A whole-school 'teaching for mastery' approach to mathematics. The use of practical activities and equipment, giving young children materials to manipulate to aid their understanding and lay the foundations for visual images that represent numbers. Counting, numeral recognition and the additive composition of number as the prerequisites for later, more complex mathematical concepts. Traditional games, at school and at home, that enabled children to apply their counting and hone their early calculation skills.</p>
Understanding the World	<p>To develop children's understanding of the physical world and their community, we teach children: To talk about the lives of themselves, others and people in society, showing some understanding of their roles and the similarities and differences between the past and now. To know and describe similarities and differences between themselves and others, and between different religious and cultural communities. To explain some similarities and differences between life in this country and others. To make observations and notice features of the natural world. Understand changes in the seasons and talk about natural processes such as changing states of matter.</p>
Expressive Arts and Design	<p>To ensure children have an artistic and cultural awareness which supports their imagination and creativity, children have the opportunity to: Create and explore with a wide range of materials and share their outcomes. Use their imaginations to invent, adapt and recreate narratives with others. Listen to and sing songs, rhymes, stories and poems and perform these, moving in time to music when appropriate.</p>

Reading

Our EYFS children are taught to read through RWI from the beginning of Reception (or earlier, if appropriate) until they complete the programme. This focuses on early reading and writing skills. Our purpose in EYFS is also to build the foundations of learning which will prepare the children for our Key Stage 1 curriculum. As communicators, our children will experience a wider curriculum which is underpinned by oracy and language. Our children will build confidence as oral communicators who will become fluent readers and writers and are prepared for the next step in their education. Our EYFS curriculum will be language-rich, foster a love of our literary heritage, encourage children to take pleasure in books and acquire knowledge across the broader curriculum. Children will be read to throughout the day, every day, from a range of high-quality texts and will have independent access to a broad range of books. Our 'Favourite Five' texts will be celebrated with the children and will become familiar texts which the children are able to retell and re-read, and the language of which the children will be able to use confidently and appropriately in a range of contexts.

	Autumn Term	Spring Term	Summer Term
'Favourite Five'	Teachers will consider if the story, poem, rhyme, non-fiction book: <ol style="list-style-type: none"> 1. Elicits a response: curiosity, anger, excitement, enjoyment, amusement, interest, 2. Has a strong narrative 3. Extends vocabulary (not too many new words at once) 4. Connects with something they know/ we're teaching 5. Uses illustrations to support the narrative. 		
Suggested books and stories	<i>Autumn Term 1:</i> <i>Only One You - Linda Kranz</i> <i>Elmer - David McKee</i> <i>Super Duper You - Sophy Henn</i> <i>Welcome to Our World - Moira Butterfield</i> <i>Marvellous Me: INside and Out - Lisa Bullard</i> <i>The Lion Inside - Rachel Bright</i>	<i>Spring Term 1:</i> <i>Emergency - Margaret Mayo</i> <i>Dig, Dig, Digging - Margaret Mayo</i> <i>Heroes who help Us - Liz Gogerly</i> <i>When I Grow Up - Patrick George</i> <i>Rosie's Hat - Julia Donaldson</i> <i>Mog and the V.E.T - Judith Kerr</i> <i>Spring Term 2:</i>	<i>Summer Term 1:</i> <i>Superworm - Julia Donaldson</i> <i>Mad About Minibeasts - Giles Andreae</i> <i>The Big Book of Bugs - Yuval Zummer</i> <i>Croc and Bird</i> <i>Oliver's Vegetables - Vivian French</i> <i>Yucky Worms - Vivian French</i> <i>What the Ladybird Heard - Julia Donaldson</i> <i>Aargh! Spider! - Lydia Monks</i>

	<p> <i>Here We Are - Oliver Jeffers</i> <i>The Smeds and the Smoos - Julia Donaldson</i> <i>Funnybones - Janet and Allen Ahlberg</i> <i>You Choose - Pippa Goodhart & Nick Sharratt</i> </p> <p> <i>Autumn Term 2:</i> <i>There is no Dragon in this Story - Lou Carter</i> <i>Babushka - Dawn Casey</i> <i>The Story Tree - Hugh Lupton</i> <i>The Leopard's Drum - Jessica Souhami</i> <i>Chicken Little (also known as 'Henny-Penny')</i> <i>Cinderella (Charles Perrault)</i> <i>Goldilocks and the Three Bears (traditional)</i> <i>- The Little Red Hen (traditional)</i> <i>- Little Red Riding Hood (traditional)</i> <i>- The Three Billy Goats Gruff (traditional)</i> <i>- The Three Little Pigs (traditional)</i> <i>- Jack and the Beanstalk</i> <i>- The Honey Hunters - Francesca Martin</i> <i>- The Tiger Child - Joanna Troughton</i> <i>- Tortoise's Dream - Joanna Troughton</i> </p> <p> <i>Christmas:</i> <i>The Christmas Story</i> <i>A Christmas Tree Tangle - Margaret Mayo</i> </p>	<p> <i>Supertato - Paul Linnet & Sue Hendra</i> <i>The Paperbag Princess - Robert Munsch</i> <i>Look out - it's a Dragon - Jonny Lambert</i> <i>The Princess & The pea - alternative versions</i> <i>Zog - Julia Donaldson</i> <i>Rapunzel (there are interesting alternative versions by Bethan Woollvin & Rachel Isadora)</i> <i>The Night Pirates - Peter Harris</i> <i>The Pirate Tree - Brigita Orel</i> <i>Polly Parrot Picks a Pirate - Peter Bentley</i> <i>Nat Fantastic - Giles Andreae</i> <i>Super Daisy - Nick Sharratt and Kes Gray</i> <i>Ten Little Superheroes - Mike Brownlow</i> </p>	<p> <i>The Very Hungry Caterpillar - Eric Carle</i> <i>Here We Are - Oliver Jeffers</i> <i>What the Ladybird Heard at the Seaside - Julia Donaldson</i> <i>The Shark in the Dark - Peter Bentley</i> <i>Two Monsters - David McKee</i> <i>Mister Seahorse - Eric Carle</i> <i>Commotion in the Ocean - Giles Andreae</i> <i>Sharing a Shell - Julia Donaldson</i> </p> <p> <i>Summer Term 2:</i> <i>Tyrannosaurus Drip - Julia Donaldson</i> <i>Dinosaur Roar! - Paul Stickland</i> <i>Ten Terrible Dinosaurs - Paul Stickland</i> <i>Stomp Dinosaur Stomp - Margaret Mayo</i> <i>Mad about Dinosaurs - Giles Andreae</i> <i>Bumpus Jumpus Dinosaurumpus - Tony Mitton</i> <i>Harry and the bucketful of dinosaurs - Ian Whybrow</i> <i>Dinosaurium (Welcome To The Museum) - Chris Wormell</i> <i>Gigantosaurus - Jonny Dudee</i> </p>
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	<p><i>Jesus' Christmas Party - Nicholas Allen</i> <i>Father Christmas needs a wee! - Nicholas Allen</i> <i>Mog's Christma -Judith Kerr</i> <i>The Joly Christmas Postman - Janet and Allen Ahlberg</i> <i>Alfie's Christmas - Shirley Hughes</i> <i>Kipper's Christmas Eve - Mick Inkpen</i></p>		
Poems, Rhymes and Songs	<p><i>I've got a body, a busy body</i> <i>1,2,3 It's good to be me</i> <i>One finger, one thumbs, keep moving</i> <i>Heads, shoulders, knees and toes</i></p> <p><i>Humpty Dumpty</i> <i>Hey Diddle Diddle</i> <i>My Very First Mother Goose - Iona Opie</i> <i>When Goldilocks went to the house of the Bears</i></p>	<p><i>London's Burning</i> <i>Old MacDonald had a farm</i> <i>10 Little Monkeys Jumping on the Bed</i> <i>There are lots of people to help us</i> <i>The Being Helpful Song</i> <i>The Farmer plants the seeds</i></p> <p><i>1-10 Super Song</i> <i>If you're super and you know it</i> <i>Who will fight the fierce dragon?</i> <i>Fly, Dragon, Fly</i> <i>Anyone Seen My Dragon - Roger Stevens</i></p>	<p><i>Out and About - Shirley Hughes</i> <i>Growing Seeds song</i> <i>I'm a little seed, small and round</i> <i>The Farmer plants the seed</i> <i>I'm a little bean</i></p> <p><i>Ten Little Fishes</i> <i>1,2,3,4,5 Once I caught a fish alive</i> <i>Down at the bottom of the deep, blue sea...</i> <i>Environment Song</i></p>
Non-fiction texts	<p><i>Look inside your body- Usborne</i> <i>Your Fantastic, Elastic Brain -JoAnn Deak and Sarah Ackerley</i> <i>Human Body - Shine a Light</i> <i>All about Families - Usborne</i> <i>Marvelous Me - Inside and Out</i> <i>All about Me - National Geographic</i></p>	<p><i>Busy People - Firefighter/ Police/ Doctor/ Vet/ Teacher</i> <i>People Who Help us - Police Officer</i> <i>People Who Help us - Vet</i> <i>People Who Help us- Farmer</i></p> <p><i>Knights and Castles - Usborne</i> <i>Castles- Colin Thompson</i></p>	<p><i>But Why Can't I? - A book about rules - Sue Graves and Desideria Guicciardini</i> <i>My Little Book of Big Freedoms -Chris Riddell and Amnesty International</i> <i>Life on Earth: Ocean - Alexander Heather</i> <i>RSPB - First book of the seashore</i> <i>1001 Things to spot in the Sea - Usborne</i></p> <p><i>First facts - Dinosaurs (DK)</i> <i>Ladybird Dinosaurs First fabulous facts</i></p>

Maths

As mathematicians, our children will develop a deep conceptual understanding through exploration, reasoning and problem solving of all areas. We expect our children to explain and articulate their understanding and become fluent in number so they can use known number facts to make efficient choices with calculations. They will make connections and discover patterns to take creative approaches when faced with challenges and show appreciation of the beauty and power of Mathematics. We aim to develop resilient learners and our children take time to deepen their understanding of mathematical structures through the use of resources and representations. In essence our aim is to create positive mathematical thinkers, not procedural calculators.

We use the White Rose Mathematics scheme of learning to structure our learning across the year. Class teachers are able to adapt and use a range of resources to ensure a thorough and deep understanding of key mathematical concepts and to meet the next steps of the children in their class. Key resources will be: White Rose Maths, nrich, NCETM, and Learning Trajectories.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Getting to know you (Take this time to play and get to know the children!)			Just like me!			It's me 1, 2, 3!			Light and Dark		
Spring	Alive in 5!			Growing 6, 7, 8			Building 9 and 10			Consolidation		
Summer	To 20 and Beyond						First, then, now			Find My Pattern		

The Characteristics of Effective Learning

In planning and guiding children's activities, practitioners must reflect on the different ways that children learn and reflect these in their practice. Three characteristics of effective teaching and learning are:

playing and exploring - children investigate and experience things, and 'have a go'

active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements

creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

To support children in talking about their own learning we often refer to the characteristics in terms of the '**Achievosaurus**'. There are seven Achievosaurus altogether, each linking to an aspect of the characteristics. They enable children to become more aware of how they learn, and give them language to explain the skills they use when learning:

<p>"I am EXPLOROSAUR, I explore everything around me." <i>Playing and Exploring</i></p>	<p>"I am TRYATOPS, I try my best and never give up." <i>Active Learning</i></p>	<p>"I am SOLVEOSAURUS REX, I work hard to solve problems." <i>Creating and Thinking Critically</i></p>
<p>"I am ASKARAPTOR, I ask questions and find things out." <i>Playing and Exploring</i></p>	<p>"I am STICKOSAURUS, I stick at tasks and persevere." <i>Active Learning</i></p>	<p>"I am THINKODOCUS, I think carefully about what I learn." <i>Creating and Thinking Critically</i></p> <p>"I am SHAREONYX, I share my ideas and resources." <i>Creating and Thinking Critically</i></p>

