Our EYFS Curriculum Rationale & Design



At Captain Cook Primary School, we recognise the importance of a strong start in EYFS.
Children's early experiences play a critical role in their future educational outcomes and life chances.

We know that our curriculum must be ambitious, whilst ensuring we meet the individual needs of each child.

Our intent is that, by the end of the Foundation Stage, all children meet the Early Learning Goals and are ready for Key Stage 1 and beyond.

Our curriculum recognises the different contexts, cultural capital and starting points of the children who join our EYFS setting. It is shaped by our whole-school curriculum drivers of Exploration, Ambition and Relationships.

From their very first experiences at Captain Cook, we want children to be curious and confident explorers, to develop the ambition to achieve and succeed, and to build the secure relationships that enable them to belong, learn and thrive.

At Captain Cook Primary School, our EYFS approach prioritises communication and language, fine motor skills, a love of reading and self-regulation. We recognise that these are the areas where many of our children need the most support. We know how important a secure foundation in these areas will be for accessing our curriculum in Key Stage 1 and beyond.

We also acknowledge the need for an enjoyable, broad and balanced learning experience. We know we need to act quickly where we can see children need additional support. Equally, we know we need to deepen learning and set appropriate challenge for children in areas where they are talented, skilled or more able.

In doing so, we ensure that ambition and inclusion work together: every child is supported and challenged from their individual starting point.



The Principles of the Early Years Foundation Stage

We embrace the principles of the Early Years Foundation Stage.
These principles are:

- every child is a unique child, who is constantly learning and 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, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers;

- children develop and learn at different rates.

These principles strongly reflect our Captain Cook curriculum drivers.

Exploration = purposeful play, investigation and discovery;
Ambition = high expectations and carefully considered challenge
Relationships = secure foundations from which children develop confidence, independence and a sense of belonging.



Characteristics of Effective Learning

We understand the **Characteristics of Effective Learning** and ensure that we deliver our curriculum through:

Playing and Exploring
Children investigate and experience things and 'have a go'. We understand that children who actively participate in their own play develop a larger store of information and experiences to draw upon, which positively supports their learning. Our driver of **Exploration** is particularly visible here: children are encouraged to be curious, make choices, investigate possibilities, ask questions and develop the confidence to try.

Positive Relationships
Children flourish through warm, strong and positive partnerships between staff, children and parents/carers. These relationships promote confidence and independence across the EYFS curriculum. Children and practitioners are not alone; we embrace each community that our children belong to. **Relationships** are therefore central to both what we value and how we enable children to learn successfully.

Enabling Environments
We know that children learn and develop well in safe and secure environments where routines are established, resources and activities are carefully considered, and adults respond to children's individual needs and passions, helping them to build upon their learning over time. Through **Inclusive Excellence**, our environment and provision are designed to enable **every child** to participate, belong and achieve.



Learning and Development
Children develop and learn at different rates. We must be aware of children who need greater support than others and identify the areas in which that support is required. Through **Effective Assessment**, practitioners continually build an accurate picture of what children know, understand and can do. This enables us to respond quickly to need, adapt provision, provide appropriate support and identify where greater challenge is required. Throughout all four areas,



Oracy remains a golden thread. High-quality interactions, purposeful talk, modelling of language, vocabulary development and opportunities for children to express their thinking are embedded throughout our continuous provision, adult-led learning and everyday routines.

Together, our EYFS principles, curriculum drivers and pedagogical drivers ensure that children begin their Captain Cook journey with the secure foundations they need to **explore, communicate, build relationships and achieve with ambition**.

Our EYFS Curriculum Pedagogy – Helping Children Learn

At Captain Cook Primary School we recognise that children are powerful learners. Every child can make progress in their learning, with the right help.

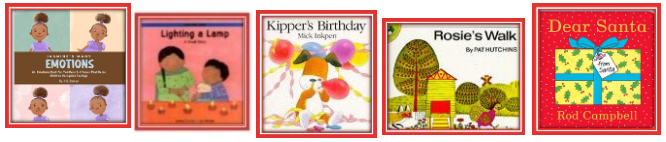
Our Curriculum is implemented as a balance of structured schemes, planned learning contexts, recognition of significant events and flexibility to pursue child led interests or "in the moment" circumstances when they arise. It is delivered, by skilled and trained practitioners, with a mix of different approaches to ensure effective, inclusive practice, as outlined in the table below.

	LEARNING THROUGH PLAY		DIRECTED LEARNING	
	INDOOR	**OUTDOOR**	**WHOLE CLASS**	**SMALL GROUP & 1:1**
NURSERY	Our Nursery learning environment is designed to give children access to a range of learning experiences through continuous provision. These areas are always available and resourced to allow children to explore their own play ideas. Skilled practitioners know when to intervene by asking questions, modelling thought processes and extending play by enhancing areas with additional resources and invitations to play linked to our learning contexts when appropriate.	In Nursery children have access to outdoor play daily. Nursery children have access to their own outdoor space; the shared Big Area and they visit the Wild Area on occasions for Forest School. Our outdoor continuous provision is set up to enable children to lead their own play while developing the **prime areas**; communication and language, physical development and personal, social and emotional development. Gross motor skills, learning to manage risk and stay safe are prioritised alongside self regulation skills such as taking turns and resolving conflict. Skilled practitioners extend play and know how support children when they need help to achieve a goal.	During their time in Nursery, children will experience "carpet time" when practitioners will directly teach sessions focussed on core learning such as quality stories, early phonic skills, maths, music and themed teaching linked to a learning context. Every day children will sing songs, recite nursery rhymes or poems and listen to stories or non-fiction read by an adult. Nursery engage in PE sessions which are taught to class groups.	In Nursery children have will have small group and 1:1 back and forth interactions with practitioners throughout the day. Children will work in a small group or 1:1 on a planned activity to develop skills, close a gap or teach new learning Children work in small groups or 1:1 as part of planned intervention, for example, Talk Boost interventions from Spring Term. Teaching is adapted and SEND support is given to match the starting point, level of need or targets linked to a School Support Plan.
RECEPTION	Reception children have access to a range of areas of "always available" continuous provision, resourced to allow children to develop skills, independence and explore their own play ideas. Enhancements and invitations to play, linked to our themes and learning context, become more complex and the resources are more specialised over the year to match progression in learning. Skilled practitioners know when to intervene by asking questions, model thought processes and extend play through enhancing areas with invitations to play.	In Reception children have access to outdoor play on a daily. Reception children have access to their own outdoor space, the shared Big Area and visit the Wild Area on occasions for Forest School sessions. Outside, children continue to develop their **prima areas** of learning; gross motor skills, manage risk and stay safe as they grow stronger and more independent. They also begin to apply their learning in the **specific areas** to their outdoor play. Skilled practitioners extend play and know how support children when they need help to achieve a goal. From the Spring term some of the children's outdoor play is directed as they are sent to work in areas or complete a specific task independently. Reception children play on the red playground after their lunch. In the summer term children Reception children begin to experience playtime on the playground in the morning as part of their transition into Key Stage 1.	In Reception children's whole class directed learning progresses over the year. Every morning children participate in whole class fine motor skills including handwriting, daily phonics, daily shared stories texts and maths including NCTEM Mastering Number. From the Spring term, children begin working on independent writing and independent maths work which they complete at the same time in the classroom. This helps to prepare them for whole class work in Key Stage 1. Reception children attend Celebration Assembly and Singing Assembly from the Autumn Term as part of belonging to our school family.	In Reception back and forth interactions with practitioners are prioritised throughout the day. From the first few weeks in Reception children begin working in small groups to complete a segmenting or blending activity and a maths task. Where children require additional support or adaption they work in a smaller ratio or 1:1 if appropriate. Opportunities for children to practise reading are prioritised. Children practise reading with an adult in a small group at least three times a week with some children targeted daily. This starts with blending practise, words and captions and builds to phonetically matched texts as children progress. Other areas of the curriculum, for example, directed art and design tasks, are complete in small groups and 1:1 over the year.

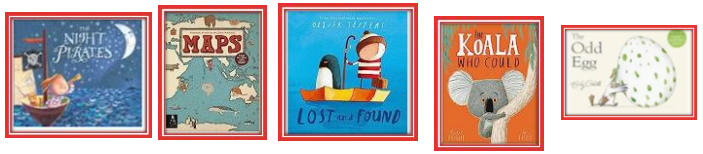
Nursery Year Overview

At Captain Cook Primary School we deliver our EYFS curriculum under the umbrella of half termly "Learning Contexts". We use the Learning Context as an anchor to engage and interest children while ensuring we deliver the statutory expectations of the Early Years Foundation Stage Framework. The Learning Contexts ensure children have been taught the breath of knowledge and been given the opportunities to meet the Early Learning Goals in all areas. The Learning Contexts also enable us to develop the foundational knowledge children will need to access our curriculum in KS1 and KS2. Topics are deliberately selected to develop children's cultural capital and embed prior knowledge and experiences that will help them as they access our curriculum in KS1 and beyond. Learning Contexts are delivered predominately through the sharing of planned quality texts, visits, experiences and enhanced provision.

We also deliver our curriculum through the use of agreed schemes, educational programs and structured interventions (as listed below and on the next page). Direct teaching, interventions and group work is prioritised. We recognise that parental engagement and involvement is essential in the development and progress of children in the EYFS. We ensure parental engagement and involvement throughout children's time in our setting. How we do this is listed in the table below and on the following page.

	AUTUMN TERM	SPRING TERM	SUMMER TERM
Learning Context	Look at Me Let's Celebrate	Light and Dark Very Busy People	Blooming Marvellous On the Beach/Flexible Topic
Quality Texts Refer to the Reading Spine for more examples of texts that will be used.			
Nursery Rhymes, Songs and Poems	*Can you play at Peekaboo, Head, Shoulders, Knees and Toes, Twinkle, Twinkle, Old MacDonald, Hey Diddle Diddle, Tommy Thumb, Jack and Jill, 1, 2, 3, 4, 5 Once I caught a Fish, Everybody says sit down.*	*Little Peter Rabbit, Grand Old Duke of York, Who's that tapping on the window, Peter and Paul, Wheels on the Bus, Teddy Bear, Teddy bear, Baa Baa Black Sheep, 5 Current Buns, 5 Little Ducks.*	*Humpty, Dumpty, It's raining it's pouring, Little Bo Peep, 10 in the bed, Mary, Mary, Quite Contrary, One Two, Buckle my Shoe, Polly Put the Kettle on, Row, Row, Row the Boat, Hickory, Dickery Doc, A Sailor went to Sea*
Routines, Schemes, Programs and Interventions	Calendar, daily songs and Nursery Rhymes Self Register & Fine Motor Skills Master the Curriculum – Maths Launchpad for Literacy – in provision interventions Dough Disco and Story Dough Kapow Art	Daily songs and Nursery Rhymes Self Register & Name writing Master the Curriculum – Maths Launchpad for Literacy Dough Disco Kapow Art	Daily Songs and Nursery Rhymes Self Register & Name writing Master the Curriculum – Maths Early Talk Boost Launchpad for Literacy Dough Disco Starting Sounds-Write – N2
Significant Events In EYFS we always respond to "in the moment" events when they represent a learning and talking opportunity –for example when it snows, a helicopter in the sky or if there is a rabbit on the field!	Children's birthdays, Harvest Festival, Remembrance Day, Diwali, new babies being born in Nursery families, Halloween, Numbers day, Bonfire Night, Children in Need, Christmas	Children's birthdays, Chinese New Year, Pancake Day, World Book Day, Easter, Eid, Mother's Day, Easter (chicks, lambs and new life).	Children's birthdays, Nursery Family Sports, Father's Day, Summer Fair, Nursery Graduation, Transition
Parental Engagement	Welcome on the door and home time, Seesaw, new starter drop in, Christmas stay and play EYFS Open Evening School Support Plans and SEND Support	Welcome on the door and home time, Seesaw, new starter drop in, Book Fair and Book Café. Spring time stay and play Communication and Language Parent's Meeting Easter Egg Competition School Support Plans and SEND Support	Welcome on the door and home time, Seesaw, new starter drop in, family sports and N2 Graduation, Reception New Starters Meeting, N2 School Lunch New Class Drop In, N2 End of Year Report EYFS Open Evening School Support Plans and SEND Support

Reception Year Overview

	AUTUMN TERM	SPRING TERM	SUMMER TERM
Learning Context	All Change A Long Time Ago	Adventurers and Explorers Look Up! Space!	Look Up! Space/Bugs and Beasts! Whole School Flexible Topic
Quality Texts Refer to the Overview School Reading Spine for a detailed list of texts that will be used.			
Nursery Rhymes, Songs and Poems	*Head, shoulders… If you're happy and you know it… … Tommy Thumb , I went to visit a farm today, Incy Wincey Spider, I have a little Spider, Skinnermarinky, 5 Little Peas, 5 Little Ducks, Remember, Remember, Nativity Songs*	*The Big Ship Sailed, A pirate's Life for me, Row, Row, Row Your Boat, There was a Castle Long Ago, Kookaburra sits in the Old Gum Tree, Hot Cross Buns, Spring Chicken, Eggs Poem*	*5 Little Men in a Flying Saucer, The Planets Song, We're Walking on the Moon, The Moon Poem by Robert Louis Stephenson, Rocket Shape Poem by Ian Bland*
Routines, schemes, programs and interventions	Days of the week and calendar Sounds-Write – Initial Code Units 1 – 7 NCTEM Mastering Number Launchpad for Literacy – in provision interventions Drawing Club Kapow Art RE Scheme	Days or the week and Calendar Sounds-Write – Initial Code Units 8 – 11 NCTEM Mastering Number Drawing Club Launchpad for Literacy – in provision interventions Kapow Art RE Scheme	Days or the week and Calendar Sounds-Write – Units 11 & Bridging Unit NCTEM Mastering Number Drawing Club Launchpad for Literacy – in provision interventions Kapow Art RE Scheme
Significant Events In EYFS we always respond to "in the moment" events when they represent a learning and talking opportunity –for example when it snows, there is a helicopter in the sky or if there is a rabbit on the field!	Children's birthdays, Harvest Festival, Remembrance Day, Diwali, new babies being born in Nursery families, Halloween, Show Racism the Red Card, Bonfire Night, Children in Need, Christmas	Children's birthdays, Chinese New Year, Pancake Day, World Book Day, Easter, Eid, Mother's Day, Easter	Children's birthdays, Sports Day, Father's Day Easter, Eid School Summer Fair
Parental Engagement	Transition Arrangements Welcome on the door and home time, Reception Learning Meeting Parent's Evening Seesaw, Christmas Nativity Performance Stay and Play SEND Support	Welcome on the door and home time, Visit to the Birthplace Museum Seesaw, Parent's Evening, Easter Egg Competition. Parent's Evening Book Fair and Book Café. Stay and Play SEND Support	Welcome on the door and home time, Seesaw, End of year Report. Family Sport's day. Year 1 Class Drop in. Year 1 Transitions SEND Support

Learning through quality interactions.

Supporting children to become better communicators is one of the most powerful things we do as early years educators. Oral language skills are fundamental to children's learning, thinking and emotional wellbeing.

Children who can communicate well can make friends, play, resolve conflicts and tell us how they are feeling. The evidence tells us that we should prioritise the development of children's communication and language through socially meaningful interactions.

Children thrive on conversation and discussion with people they have a strong relationship with, focused on things they want to talk about. High quality interactions often look effortless, but they are not easy to do well.

To help this we follow the ShREC approach. This provides us with a simple and memorable set of specific, evidence-informed strategies which we can embed into everyday practice.

We can use these strategies with every child, every day. These strategies encourage us to become more responsive and attuned to children. It informs our assessment and helps identify next steps.

It encourages children's active participation in meaningful, stimulating, and linguistically rich back and forth conversations.

Oracy

Sh



Share attention

Be at the child's level. Pay attention to what they are focused on.

R



Respond

Follow the child's lead. Respond to their non-verbal and verbal communications. You could make a brief comment on what they can see, hear or feel.

E



Expand

Repeat what the child says and build on it by adding more words to turn it into a sentence.

C



Conversation

Have extended back and forth interactions. Give children time to listen, process and reply.

Nursery Autumn 1: Look at me!

Key Knowledge/Goals

- Know that everybody is different in the way they look, feel and what they prefer.
- Know what is special about themselves.
- Know that there are different types of feelings.
- Know that we can have different feelings at different times.
- Know the people who are important to them
- Know who they live with and where and understand some people live in more than one place.
- Know some of their own likes and dislikes e.g. colours, food etc.
- To begin to know how to "notice and see"
- Know some of the rules and routines of Nursery life.

Future Learning Links

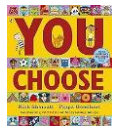
- Making your mark (self portraits) **Rec**
- What makes people so special? **RE Rec**
- Ourselves and our families **Y1 History**

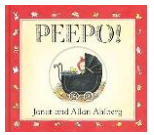
Key learning opportunities

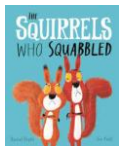
- Use of mirrors to look at and discuss facial features, such as eye colour, hair colour.
- Create self portraits using a range of different medias, eg, pens, crayons, paints,
- Use malleable materials to create their faces including unique facial features.
- Use of puppets to create scenarios and participate in imaginative role play.
- Learn to use polite phrases, such as 'please', 'thank you' and 'excuse me'.
- Share a range of stories to promote discussions around feelings and emotions, making links to their own experiences.
- Link colours to feelings from stories.
- Enhancements in home corner to promote discussions around who lives in their home.
- Create own imaginative play ideas through the use of small world resources.
- Sing and recite a range of songs and rhymes linked to themes.
- Circle time opportunities to share personal stories and experiences.
- Talk about favourite colours, foods, animals, songs.
- Explore a range of colours, sort, create, mix, discuss.
- Talk about how we are ready to learn in nursery, we do good sitting, good listening etc.

Key Texts Nursery Rhymes and Songs













Can you play at Peekaboo,
Head, Shoulders, Knees and Toes,
Twinkle, Twinkle,
Old MacDonald,
Hey Diddle Diddle,
Tommy Thumb, Jack and Jill,
1, 2, 3, 4, 5
Once I caught a Fish,
Everybody says sit down

Vocabulary

special same different mum dad sister brother cousin grandparent parent family important care help love happy sad angry calm frightened upset worried colours favourite

PSED	Understanding the World	Expressive Arts & Design	PSHE	History	Art
Build relationships with special people Develop a positive sense of self. Begin to follow routines and boundaries	Be interested in photos of themselves, their family and objects Make connections between the features of their family and other families. Notice differences between people.	Explore colour and how colours can be changed. Take part in simple pretend play	Respect differences and recognise what makes each person unique.	Develop an awareness of the past and understand chronology through personal experiences.	Use drawing, painting and sculpture to develop and share ideas and experiences.

Nursery Autumn 2: Let's Celebrate

Prior Learning Links

- Know some familiar, basic colours linked to personal experiences, e.g. the colour of their front door.
- To know that there are different types of weather.
- Understand they need to wear different items of clothing dependent on the weather.
- Have an awareness of Christmas.

Key Knowledge/Goals

- Know some of the festivals which occur during the season of autumn (Bonfire Night, Diwali, Christmas) .
- Know about some family celebrations that are important to them eg: birthdays, weddings, baptisms.
- Know some traditions around celebrating Birthdays.
- Know you can make a simple pattern by repeating simple shapes and colours.
- Sing Nursery rhymes from nursery rhyme week.
- Know how to use tools for a purpose, eg paint brush.
- Know some of the ways we celebrate Bonfire Night.
- Know some safety rules around Bonfire Night.
- Know about Harvest Festival, Halloween, Bonfire Night, Diwali, Eid, Christmas and Easter are festivals they may participate in.

Future Learning Links

- What makes people special? **RE Rec**
- Ourselves and our families **History Y1**
- Why and how do we celebrate special times? **Y2 RE**

Key learning opportunities

- Create a photograph wall of family festivals and celebrations shared by Nursery Families.
- Create a simple birthday cakes with candles.
- Make simple birthday cards.
- Use a selection of colours to create bonfire and firework representations.
- Create a new colour by mixing two colours together. .
- Practice self-care skills, such as putting on own coat, wellies, hat, gloves etc.
- Talk about family traditions and experiences at Christmas.
- Wrap "gifts" in brightly coloured and patterned paper.
- Sing a range of familiar Christmas songs.
- Host a seasonal stay and play with some traditional foods and customs (e.g. mince pies).
- Create Christmas cards and crafts and decorations using a range of mark making and craft materials. Perform Christmas songs for family members.

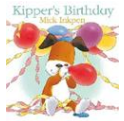
Key Texts

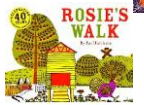














Nursery Rhymes and Songs

Twinkle, Twinkle, Away in a Manger, Chick, chick, chick, chicken, We wish you a Merry Christmas, 5 Little Pumpkins, Happy Birthday and the Captain Cook Birthday Song.

Vocabulary

Light leaf red orange mix cold conker yellow brown pumpkin shepherd star
Change wet pinecone blue dark acorn green
Christmas guess question wrote wrapped outside explore Celebration mix
sparkle believe crackle worship World safety colour belief Jesus

PSED	Understanding the World	Expressive Arts & Design	Music	History	Art
Use senses to explore the immediate environment.	Develop positive attitudes about the differences between people	Explore and play with a wide range of media and materials.	Perform, listen and appreciate different musical traditions	Learn about significant individuals and events from the past.	Explore painting and mixed-media primary colours and pattern.

Nursery Spring 1: Light and Dark

Prior Learning Links

- Know some familiar, basic colours linked to personal experiences, e.g. the colour of their front door.
- To know that there are different types of weather.
- Understand they need to wear different items of clothing dependent on the weather.
- Have an awareness of night and day, sun and moon.

Key Knowledge/Goals

- Recognise and name primary colours.
- Know colours can be changed when they are mixed together.
- Know the typical weather in winter.
- Know there are four seasons which have different weather.
- Talk about the weather
- Know the changes which occur during the season of autumn.
- Know you can make a simple pattern by repeating simple shapes and colours.
- Sing Nursery rhymes from nursery rhyme week.
- Know how to use tools for a purpose, eg scissors, tape dispenser.
- Know some safety rules around fire and electricity.
- Know the features of day and night.
- Know how to use a torch.

Future Learning Links

- All Change! **Rec**
- Look up! Space and Beyond **Rec**
- Light and Dark Science **Y3**

Key learning opportunities

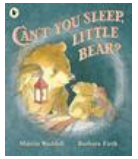
- Daily calendar with weather symbols.
- Make simple circuits with light.
- Making shadows (Make shadows with bodies and hands, animal puppets- guess the animal, children make their own shadow puppets, use coloured acetates).
- Simon Says with torches. Have the children point their torches as directed, e.g. Simon says shine your torches at the door. (Very dark room)
- Building dark dens
- Making Chinese Lanterns
- Lots of large boxes, den making kit and torches for independent investigation.
- Interactive science area with torches reflective materials, mirrors, kaleidoscopes, prism etc set on black paper.
- Put out a thick blanket and encourage children to crawl under it and describe what they can see and hear.

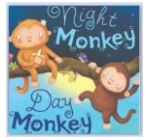
Key texts

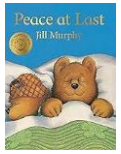












Songs, Nursery Rhymes and Poems

Hey Diddle Diddle
5 Little Owls
Twinkle Twinkle
Little Peter Rabbit,
Grand Old Duke of York,
Who's that tapping on the window,
Peter and Paul,

Vocabulary

light mix cold yellow brown
change wet moon sun blue dark light torch green
guess question wrote wrapped outside walk explore mix
sparkle Sky sun moon crackle world safety colour

Physical Development	Understanding the World	Expressive Arts & Design	Science	Geography	Art
-sensory exploration of the immediate environment.	-make sense of their physical world. -understand some important changes in the natural world.	-explore and play with a wide range of media and materials.	Earth Science-Seasonal Changes and Space.	Weather and physical features of the world.	Painting and Mixed-Media Primary Colours and Pattern.

Nursery Spring 2: Very Busy People

Prior Learning Links

- Know that everybody is different in the way they look, feel and what they prefer.
- Know what is special about themselves.
- Know that there are different types of feelings.
- Know that we can have different feelings at different times.
- Know the people who are important to them
- Know some of their own likes and dislikes e.g. colours, food etc.

Key Knowledge/Goals

- Understand that some people go to work and name some different jobs
- Ask questions about people outside their immediate family using images / props, e.g. 'What do you do in your job?'
- Begin to think about jobs that they might like to do when they are older.

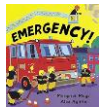
Future Learning Links

- Fantastic Flight **History Y1**
- My Home and My School **Geography Y1**
- Vehicles **DT Y2**
- The Great Fire of London **History Y2**
- **Careers week**

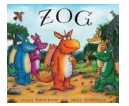
Key Learning Opportunities

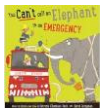
- Visits from key people in the community; dentist, vet, mechanic, hairdresser, optician, builder.
- Enhance role play and outdoor area to include resources and props to facilitate imaginary play (doctor's kit, high visibility jackets).
- Walk around the local area to see the shops and library, meet people doing their job.
- Making models of emergency vehicles in outdoor provision.
- Play shops and hairdressers.
- Design and make emergency vehicles using boxes and recycled materials.
- Create firefighter hats, police badges and doctor's bags
- Paint and collage community buildings.
- Make "thank you" cards for community workers

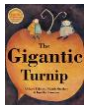
Key Texts, Songs, Poems, Nursery Rhymes











London's Burning
The Wheels on the Bus
Old MacDonald
Miss Polly had a Dolly

Vocabulary

work job busy boss worker telephone computer
Community, help, doctor, nurse, firefighter, police officer, paramedic, vet, dentist, teacher, librarian, post office, builder, engineer, uniform, ambulance, fire engine, hospital, emergency, rescue, safe.
Vocabulary linked to work: eg: stethoscope, toothbrush, drill, radio etc

PSED	People and Communities	Understanding the World	PSHE/Citizenship	Geography	English
Shows interest and initiates simple interaction with a unfamiliar adult in a familiar setting	Ask questions about people outside their immediate family using images / props, e.g. 'What do you do in your job?'	Talk about the lives of people who are familiar to them, including people seen in shops, hairdressers	Understanding roles and responsibilities in society; respecting people who help us	Understanding the local area, maps, human features and places	Speaking in role, storytelling, communication skills

Nursery Summer 1: Blooming Marvellous

Prior Learning Links

- Know that gardens are outside.
- Know that gardens are home to animals and insects.
- Know that the weather changes through the seasons.
- Know that young animals need looking after.

Key Knowledge/Goals

- Know some of the ways that the outside environment is different to the inside environment.
- Know that gardens have lots of different features such as grass, mud, trees and flowers etc.
- Know that gardens experience weather changes.
- Know what these weather changes do to the garden's environment.
- Know which animals live in a garden environment.
- Know that animals need shelter, food and water in order to thrive.
- Know some of the differences between garden animals.
- Know how to look after different garden animals.
- Know that all animals grow and change over time.

Future Learning Links

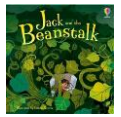
- All Change! **Rec**
- Plants **Science Y1**
- Fruit Kebabs **DT Y1**

Key Learning Opportunities

- Plant a variety of seeds (such as cress, beans, sunflowers, tomatoes and peas).
- Water and care for plants daily.
- Observe changes over time and talk about what plants need to grow.
- Compare plants and use descriptive language
- Explore soil, compost, bark, leaves, flowers, and seeds using senses.
- Dig, scoop, pour, and mix soil in a gardening area.
- Sort and match different seeds and natural objects
- Cut up fruits to find seeds and make a fruit salad
- Create simple
- Create a garden centre, flower shop, or allotment role-play area.
- Use gardening tools, seed packets, plant labels, and watering cans
- Act out planting, growing, and harvesting experiences

Key Texts, Songs, Poems, Nursery Rhymes













Mary, Mary, Quite Contrary
5 Little Peas
Planting Seeds Song (BBC Tiny Happy People)
Growing Plants Song (CBeebies)
A Little Seed Poem

Vocabulary

Seed plant flower tree leaf stem root petal soil compost grow bud shoot sprout bloom fruit vegetable plant dig sow watering can trowel Garden Greenhouse pot planter

Understanding the World	Expressive Art and Design	Physical Development	Science	Design Technology	Geography
Know that trees, flowers and grass are plants and are living and grow know how to plant seeds and look after plants. Know that most plants have stems, leaves and roots and that some have flowers. Know that plants grow from seeds. Know that plants need water to grow and stay healthy.	Develop finger strength and control in order to manipulate and use tools independently and effectively e.g. hold and operate scissors correctly to make snips in paper	to use tools and equipment in one hand, e.g. scissors, trowels,	Science Working Scientifically: Observe closely and gather information to answer questions.	Understand where food comes from.	Understand features of the local environment and how people interact with it.

Nursery Summer 2: On the Beach

Prior Learning Links

- Some children may have visited a beach, seaside, lake or coastline with their family.
- Played with sand and water in the nursery environment.
- Talked about holidays and places they have visited.
- Explored different weather types such as sunny, windy and rainy days.
- Learned about animals in familiar environments

Key Knowledge/Goals

- A beach is a place where the land meets the sea.
- We have beaches near where we live
- Beaches can have sand, pebbles, shells and rocks.
- The sea is home to many animals such as fish, crabs and starfish.
- People visit beaches for fun day out and holidays.
- We can help care for beaches by putting rubbish in bins and protecting wildlife

Future Learning Links

- Adventurers and Explorers **Rec**
- Our Island Home **Geog Y1**
- The Coast Near Me **Geog Y6**

Key Learning Opportunities

- Explore sand, shells, pebbles, seaweed and water using all senses.
- Investigate wet and dry sand and talk about the differences.
- Create sensory trays with beach-themed materials.
- Make footprints, handprints and patterns in sand.
- Build sandcastles, roads and tunnels.
- Fill, pour, scoop and transport sand using buckets and spades
- Investigate floating and sinking using beach objects.
- Create waves using water trays.
- Explore filling and emptying containers.
- Use language such as full, empty, splash, pour, deep and shallow
- Sort and collect shells, stones and natural materials.
- Compare objects by size, colour, shape and texture.
- Count and group found objects.
- Create collections and displays
- Role play a beach shop/café/ice-cream van
- N2 Family visit to Saltburn

Key Texts, Songs, Poems, Nursery Rhymes



Row, row, row your boat
She sells Sea Shells
A Sailor went to Sea, Sea, Sea
1, 2, 3, 4, 5 Once I caught a fish alive!

Vocabulary

float sink tide beach shore cliffs shells pebbles smooth rough in out deep shallow plastic metal wood paddle wet dry damp land sea lighthouse pier waves

Understanding the World	Physical Development	Expressive Arts and Design	Geography	DT	Science
Know the difference between land and sea. Describe what we might find at a beach. Know some animals who live in or near the sea.	Pour water from a small bottle or jug to fill a container.	Develop complex stories using small world equipment like animal sets, dolls and dolls houses	Identify physical features including sea, coast, cliff and beach.	Design, make and evaluate simple structures.	Identify and name a variety of common animals and their habitats.

Reception Autumn 1: All Change!

Prior Learning Links

- Recognise and name primary colours.
- Know colours can be changed when they are mixed together.
- Know the typical weather in autumn, winter and summer
- Talk about the weather
- Know some of the changes which occur during the season of autumn.

Key Knowledge/Goals

- To become familiar with the school environment and community.
- To observe and describe seasonal changes in autumn.
- To explore the natural world through firsthand experiences.
- To identify similarities and differences between people, places, and experiences
- To express ideas and feelings through art, music, movement, and role play.
- To explore autumn colours, textures, and materials creatively.
- To know that farmers produce the food that we eat.
- To cut, cook and taste apples in a crumble.

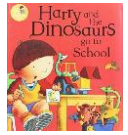
Future Learning Links

- Ourselves and our Families **History Y1**
- My Home and My School **Geography Y1**
- Animals including Humans **Science Y1**

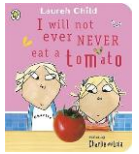
Key Learning Opportunities

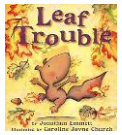
- Building new relationships with adults and peers.
- Developing confidence in new routines and environments.
- Learning classroom rules and expectations.
- Talking about feelings linked to starting school and changes.
- Encouraging independence in self-care, tidying up, and managing belongings.
- Exploring stories about starting school, friendship, and autumn.
- Recognising and beginning to write own name.
- Joining in with rhymes, songs, and predictable story language.
- Developing phonological awareness through listening activities.
- Exploring the school environment and learning about different roles within school.
- Observing seasonal changes in autumn.
- Investigating natural materials such as leaves, conkers, and acorns.
- Going on an Autumn Walk
- Learning about nocturnal animals and their hibernation in Autumn
- Making and tasting apple crumble.
- Celebrating Harvest Festival

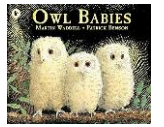
Key Texts, Songs, Poems, Nursery Rhymes

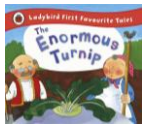














Head, shoulders… If you're happy and you know it… … Tommy Thumb , I went to visit a farm today, Incy Wincey Spider, I have a little Spider, Skinnermarinky, 5 Little Peas, 5 Little Ducks, Big Fed Combine, Harvest Samba

Vocabulary

School:

classroom, teacher, friend, routine, rule, belonging, learning, nursery, reception, timetable, first, now, next, then

Autumn:

season, leaf, harvest, acorn, conker, pinecone, smooth, spiky, hard, soft, weather, wet, soggy, misty, change, wind, tree, nature, compare, observe, predict, sense – smell, taste, touch, see, hear

PSED	Understanding the World	Art	Science	Design Technology	Geography
ELG: Form positive attachments to adults and friendships with peers	ELG: Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	ELG: Share their creations, explaining the process they have used. ELG: safely use and explore a variety of materials, tools and techniques, experimenting with colour	Animals including humans. Body parts and senses. Classification and sorting	Healthy diets and where food comes from. Satety when cooking	Identify seasonal weather patterns and symbols.

Reception Autumn 2: A Long Time Ago

Prior Learning Links

- Explain the past and present through their life – baby, child, adult In pretend play.
- Recall significant events from their own past – birthdays and holidays.
- Develop a concept of age –people are older and younger than they are.
- Listened to traditional tales, stories, songs and rhymes set in the past.
- Be aware of some significant celebrations

Key Knowledge/Goals

- Some events happened a long time ago, before they or their family were born.
- The Gunpowder Plot happened a long time ago.
- Guy Fawkes and others made a plan to blow up the King.
- People remember this event on Bonfire Night with fireworks, bonfires and celebrations.
- People wear a poppy in November to remember the soldiers who fought in the war a log time ago.
- Dinosaurs lived on Earth a very long time ago, before humans
- There were many different types of dinosaurs.
- Some dinosaurs ate plants and some ate meat.
- We learn about dinosaurs through fossils and the work of paleontologists.
- The Christmas Story or "Nativity" is in the Bible
- It tells us about Jesus being born a long time ago.

Future Learning Links

- Stone Age to Bronze Age **History Y4**
- Rocks and Soils **Science Y3**
- World War 2 **History Y6**
- Evolution and Inheritance **Science Y6**

Key Learning Opportunities

- Create firework paintings using splatter painting, chalks and glitter.
- Build bonfires using construction and natural materials.
- Design firework patterns and pictures
- Make natural fireworks in the wild area
- Explore photographs of Remembrance Day ceremonies.
- Learn about the significance of the poppy.
- Discuss how we remember important people and events from the past.
- Observe a two-minute silence and talk about why it takes place.
- Create poppy paintings using forks, sponges or paintbrushes.
- Make poppy wreaths and remembrance displays.
- Produce artwork inspired by fields of poppies.
- Learn how fossils are found and studied.
- Compare dinosaurs by size, appearance and diet.
- Explore the idea that dinosaurs lived before humans.
- Listen to the Nativity story and perform to families.

Key Texts, Songs, Poems, Nursery Rhymes



Remember, remember the 5th of November
The Dinosaurs Song
Romp, Stomp, Chomp, Roar
Nativity Performance Songs
10 Little Elves

Vocabulary

past a long time ago church king palace parliament gunpowder plot explosion jail bonfire firework poppy field war solider bloom remember silence fossil bury paleontologists scales teeth claws jaws carnivore Nativity stable camel journey donkey Jesus Mary Joseph shepherd king

Past and Present	People and Communities	Expressive Art and Design	History	Science	Art and Design
ELG: Understand the past through settings, characters and events encountered in books read in class and storytelling.	ELG: 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.	ELG: Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.	Understand that events happened before living memory.	Identify that animals live in habitats suited to their needs.	Use drawing, painting, sculpture and other art techniques to develop ideas.

Reception Spring 1: Adventurers and Explorers

Prior Learning Links

- Recognise that different people live in different places around the world.
- Have looked at simple maps and photographs of different countries.
- Understand basic positional and directional language such as near, far, across, around and journey.
- Have shared experiences of travelling to different places with their families.
- Be familiar with stories involving journeys, adventures and discoveries

Key Knowledge/Goals

- Captain James Cook was a famous explorer and sailor.
- He was born in Marton, Middlesbrough, near our school.
- He travelled on large sailing ships.
- He explored places that were far away including Antarctica and Australia
- The climate and wildlife are very different in these places
- He made maps or the places he visited to help other sailors
- To be curious about the World Map and Globe
- To know that we can travel the world today

Future Learning Links

- My Home and My School **Y1 Geography**
- Our Island Home **Y1 Geography**
- Materials **Y2 Science**

Key Learning Opportunities

- Learn that Captain James Cook was a famous explorer born in Marton, Middlesbrough.
- Explore pictures, photographs and artefacts linked to Captain Cook.
- Discuss why he is remembered today.
- Visit to the Captain Cook Birthplace Museum.
- Investigate maps, atlases and globes.
- Locate Middlesbrough, England and some of the places Captain Cook visited (North and South Pole, Australia)
- Create simple treasure maps and journey maps.
- Follow routes using directional language.
- Compare homes, animals, foods and weather in different places.
- Explore hot and cold, floating and sinking in the water areas.
- Learn that people around the world may live differently but have similar needs

Key Texts, Songs, Poems, Nursery Rhymes



The Big Ship Sails on the Alley Alley Oh
Bound for South Australia
Kookaburra sits
A Kangaroo is very jumpy
A sailor went to sea

Vocabulary

Captain James Cook explorer sailor crew voyage journey travel explore adventure route expedition world globe map country ocean sea island land climate north south hot cold

People and Communities	Understanding the World	Understanding the World	History	Geography	Science
ELG: Explain some similarities and differences between life in this country and life in other countries.	ELG: Understand the past through settings, characters and events encountered in books read in class and storytelling.	ELG: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.	Identify similarities and differences between ways of life in different periods.	Use world maps, atlases and globes to identify countries, continents and oceans.	Identify and name animals and habitats.

Reception Spring 2: Look Up! Space and beyond.

Prior Learning Links

- Recognise and talk about changes between day and night.
- Explore light and dark
- Observe the weather and notice changes in the sky.
- Have experience of looking at the sun, moon and stars with adults.
- Understand that the Earth is the place where we live.

Key Knowledge/Goals

- Earth is the planet where we live.
- Earth is one of several planets in space.
- Space is the area beyond Earth's atmosphere.
- The Sun is a star that gives us light and heat.
- The Moon travels around the Earth.
- Stars can be seen in the night sky.

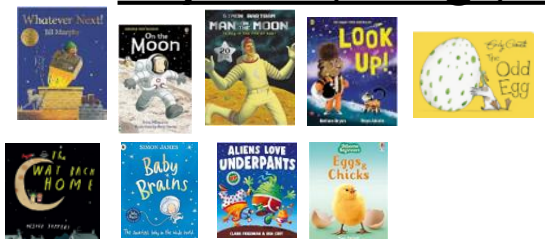
Future Learning Links

- Fantastic Flight **History Y1**
- Properties of Materials **Science Y1**
- Vehicles **DT Y2**
- Space **Science Y5**
- **Careers Week**

Key Learning Opportunities

- Learn about the Sun, Moon, Earth and planets through stories, videos and non-fiction texts.
- Create a class solar system display.
- Compare the sizes, colours and features of different planets.
- Talk about why Earth is special because it is our home
- Learn about astronauts and space missions.
- Explore astronaut clothing and equipment.
- Create a role-play Space Station or Rocket Launch Centre.
- Design and build rockets using recycled materials.
- Look at pictures of stars and constellations.
- Create star patterns using loose parts.
- Use torches to make star shapes in a darkened area.
- Make constellations using peg boards or dot-to-dot activities.

Key Texts, Songs, Poems, Nursery Rhymes



We are the planets.
5 Little Men in a Flying Saucer
The Moon – Robert Louis Stevenson
Zoom, Zoom, Zoom

Vocabulary

Space Planet Earth Solar System Sun Moon Star Orbit Galaxy Universe Astronaut Rocket Spaceship Spacecraft Launch Mission Journey Explore Discover Landing Bright Round Far Near Floating Shiny

Understanding the World	Expressive Arts and Design	Understanding the World	Science	History	DT
ELG: Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.	ELG: Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.	Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	Earth and Space - describe the movement of the Earth and other planets relative to the Sun.	Learn about significant individuals who have contributed to national and international achievements.	Design, make and evaluate products for a purpose.

Reception Summer: Bugs and Beasts!

Prior Learning Links

- Know some of the ways that the outside environment is different to the inside environment.
- Know that gardens have lots of different features such as grass, mud, trees and flowers etc.
- Know which animals live in a garden environment.
- Know that animals need shelter, food and water in order to thrive.
- Know some of the differences between garden animals.
- Know how to look after different garden animals.
- Know that all animals grow and change over time.

Key Knowledge/Goals

- To name different insects found in the local environment (ladybird, spider, worm, ant, snail, caterpillar, butterfly.
- Living things grow and change.
- A caterpillar changes into a butterfly.
- A tadpole changes into a frog.
- Different animals have different lifecycles.
- Young animals often look different from adults.
- Bees help plants grow by carrying pollen between flowers.
- Bees are important for many plants and crops.

Future Learning Links

- Animals including Humans **Science Y1**
- Living things **Science Y2**
- Living things and their Habitats **Science Y6**

Key Learning Opportunities

- Make observations of creatures in our immediate environment (Gardens, Big Area, Wild Area, Meadow).
- Use magnifying glasses and bug viewers to look closely at creatures and describe what they can see.
- Draw pictures of insects that include the main features eg: 6 legs for a ladybird, wings for a butterfly.
- To observe and describe the lifecycle of a butterfly through Insect Lore caterpillar pots.
- To compare different habitats
- To explore and model care and when handling and caring for insects and other creatures.
- Use clay to make sculptures of minibeasts, considering the key features and selecting other materials to enhance the model

Key Texts, Songs, Poems, Nursery Rhymes



The Bees go Buzzing
The ants go Marching
Caterpillar Poem
Ladybird, Ladybird

Key Vocabulary

insect, antennae, coil, squirm, egg hatch grow change lifecycle caterpillar chrysalis butterfly tadpole frog adult crawl wriggle slither

Understanding the World	Understanding the World	Expressive Arts and Design	Science	Science	RE/PHSCE
ELG: Explore the natural world around them, making observations and drawing pictures of animals and plants.	ELG: Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.	ELG: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	Working Scientifically Observe closely using simple equipment.	Notice that animals, including humans, grow and change.	Develop responsibility and respect for the environment and living things.