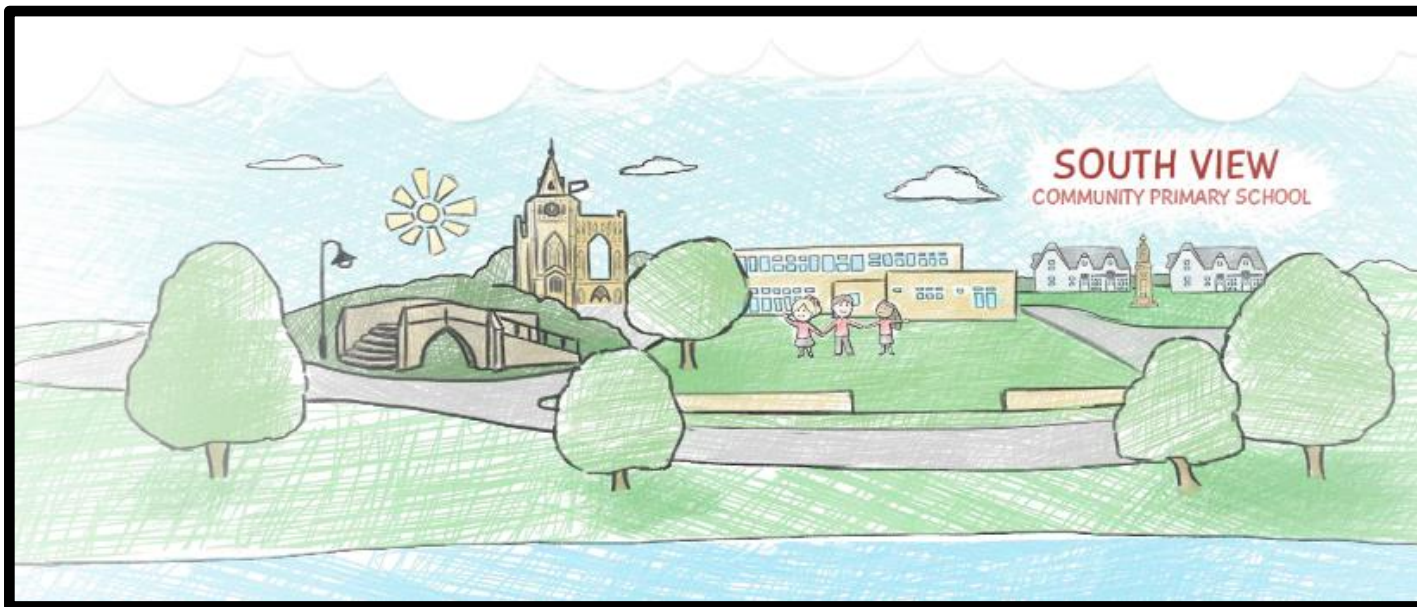


South View Community Primary School

Our Early Years Foundation Stage Curriculum



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1. OUR EARLY YEARS FOUNDATION STAGE CURRICULUM

In the Early Years Foundation Stage (EYFS) at South View Community Primary our aims are to:

- Support children to make a planned, confident transition from home to school.
- Provide a happy, caring, safe and secure environment for learning.
- Plan learning experiences that meet the individual needs and interests of the children through a balanced provision of adult led and child initiated opportunities.
- Support children to become competent and confident learners so they are able to reach their full potential.
- Provide a broad and balanced high quality curriculum in line with the Early Years Foundation Stage guidance.
- Foster positive home school links with parents and other care providers.

We follow The Early Years Foundation Stage Curriculum as detailed below and use development matters to assess 'check points' and adapt planning to ensure children are reaching their potential and developing within their age bands. This framework is a means of ensuring high standards of early education and care. It underpins all future learning by supporting and fostering the children's personal, social and emotional wellbeing. It encourages positive attitudes and dispositions towards learning in the children and promotes learning through play.

2. OUR CURRICULUM INTENT

The curriculum is designed around the children's interests in order to give all children the knowledge, self-belief and cultural capital they need to succeed in life. The curriculum plan is ambitious, it is carefully sequenced to ensure that children build learning over time and ensure they know and remember more. This EYFS curriculum is flexible, it lays the foundations for what children need to know during their first year at school, and it gives them the building blocks, the foundations for life beyond the Reception classroom. The curriculum allows teachers to teach specific knowledge and concepts, ensuring misconceptions are planned for. Our curriculum goes beyond Early Learning Goals. It ensures that staff have flexibility and can use their own creativity to make sure that learning is not stifled so that children develop characteristics of effective learning which will stay with them for life. This curriculum is formed around effective Early years pedagogy, as practitioners know children learn best following their interests whilst giving an abundance of experiences and opportunities in which they can thrive. Our curriculum is not endless, there are no limits to learning. It allows for milestone checkpoints that support assessment, it ensures that all children are supported and have the same opportunities despite varying starting points and prior experiences before starting school. Our curriculum ensures challenge and ambition for all and makes sure that children are prepared for the national curriculum and beyond. By the end of the foundation stage year children are enthusiastic, independent, resilient problem solvers who love their school experience at South View Primary.

Staff carry out home visits before children start school which allows teachers to prepare effectively for the needs of all children and allows for relationships to be established early. This is supported by the transition work that teachers carry out with the feeder pre-schools during cluster meetings throughout the school year. All children are visited and observed prior to starting school to ensure that they have the best start to school life, particularly the most disadvantaged where families are supported before children start school building positive and supportive relationships.

Throughout their time in the Foundation year, the children develop a sense of belonging to our school community, ready to transition to Year 1. They have the confidence and skills to make decisions and self-evaluate, make connections and become lifelong learners. We intend: To work in partnership with parents and carers to encourage independent, happy learners who thrive

in school and reach their full potential from their various starting points. To understand and follow children's interests and provide opportunities throughout our EYFS curriculum to support learning, consolidate and deepen knowledge and ensure children meet their next steps. To create an indoor and outdoor environment which supports learning. To prepare children to reach the Early Learning goals at the end of the Foundation Stage and ensure children make good progress from their starting points.

3. OUR CURRICULUM IMPLEMENTATION

Children enjoy coming to school. They quickly settle into the well-established routines. Children respect each other's differences and see diversity as a positive aspect to be celebrated. Children learn good manners and how to behave well around others, as a result of the role models provided to them both by staff and other pupils. Our school has a strong family ethos, so children have many opportunities to work alongside and learn from older pupils.

Children benefit from meaningful learning across the curriculum. They learn well in a stimulating indoor and outdoor provision. Staff work closely together to ensure that learning is motivating and enjoyable in all areas of development. Activities are linked through exciting themes such as 'Awe, curiosity and wonder'. Staff encourage children to work happily together, share resources, show high levels of concentration and enjoyment during focus provision time. Children are curious and motivated to learn; natural curiosity is woven throughout. Adults use 'I wonder...' statements to encourage children's curiosity, questioning and their own imagination. The environment is created by teachers and changed to support the intent of an ambitious and coherently planned curriculum.

Development of communication and language is a priority, teachers use helicopter stories to develop language skills along with explicit teaching of concepts and abstract words. By promoting discussions about what has been taught teachers provide clear explanations to improve learning. Speaking in sentences is encouraged in every aspect of learning, this allows teachers to respond and adapt teaching when necessary.

Teaching is adapted to suit the needs of all learners. Children are assessed when they start school to ensure that the provision meets everyone's needs. Through carefully planned modelling, teaching and learning is developed and adapted around the individual child. Teachers use engaging books and read to children in a way that excites and engages them, introducing new ideas, concepts and vocabulary. Teachers use text that develop vocabulary and language skills which are supported using 'Concept Cat' to explicitly teach important concepts. Weekly nursery rhymes/story sessions support learning of concepts, familiar stories are revisited and children are encouraged to show understanding of these through storytelling sessions. During planning, there is a key focus on developing a wide range of vocabulary to ensure children can communicate effectively. This is promoted using puppets/nursery rhymes and texts that children become engrossed in.

Staff are well trained and very knowledgeable about teaching early Mathematics. Composition of number is developed and follows a progressive curriculum incorporating White Rose and NCTEM mastering number, which ensures that children have a strong basis for complex learning later on. Children are able to apply new learning in the provision where Math's is encouraged into daily routines.

The curriculum promotes and supports children's emotional security and development of their character. Staff teach children the language of feelings, helping them to appropriately develop their emotional literacy. Leaders and staff are particularly attentive to the youngest children's needs. PSED is a priority, relationships are developed early through the transition process which ensures children settle in school quickly and also feel safe and secure knowing the teachers beforehand, teachers model how to empathise with others, build quality relationships, develop independence and self-confidence. Early Years teachers ensure they model emotionally literate behaviours so that children can learn how to express their emotions in a healthy way.

Staff give clear messages to children about why it is important to eat, drink, rest, exercise and be kind to each other. They teach children to take managed risks and challenges as they play and learn, supporting them to be active and develop physically. Enhanced provision is reviewed weekly to promote and support children's emotional security and development of their character. Staff carry out and regularly Risk Assessments, involving the children, and ensure appropriate safety equipment is used. They teach the children to be aware of how to keep

themselves safe especially when in the outside area. This has been developed into the roles of 'Safety Spies', which are rotated weekly amongst the children. Children are familiar with following procedures and practice fire drills on a regular basis.

Staff provide information for parents about their children's progress, in line with the requirements of the Early Years Framework. They provide information to parents about supporting their child's learning at home, including details about the school's method of teaching reading and how to help their children learn to read. We recognise that parents and carers are first and foremost the child's first educators and therefore consider them part of our team. Teachers maintain excellent liaison with parents through Tapestry where parents are provided regularly with information about their child's progress with ongoing and detailed focus observations shared about current learning and next steps. Curriculum events are held throughout the year to provide information to parents about supporting their child's learning at home. To begin the year a Curriculum evening takes place along with a phonics information evening. The school also offers workshops for parents to improve their understanding of phonics and early mathematics. Parents are invited to school for reading for pleasure sessions and these events are well attended.

4. OUR CURRICULUM IMPACT

During their time in Foundation stage children develop skills and knowledge to guarantee they are effectively prepared for KS1 and beyond. By the end of the Foundation year children achieve well and through a variety of enrichment opportunities children are prepared to move onto their next journey in school. Children are able to use their phonics knowledge to read accurately. They are able to demonstrate skills from across the seven areas of learning with an increased knowledge of vocabulary.

Children pay close attention to the teacher and listen well to other children when they are speaking. They are proud of their work and keen to show off what they have achieved to visitors. They show a developing interest in the world around them and are keen to find out things out for themselves in response to teachers' encouragement to explore the environment around them. In doing so, children develop a healthy awareness of risks and how to keep themselves safe in a range of situations.

Children develop detailed knowledge and skills across the 7 areas of learning in an age-appropriate way. Children develop their vocabulary and use it across the EYFS curriculum. By the end of reception, children use their knowledge of phonics and can read words accurately through effective paired reading sessions and using phonics books that link directly to teaching children are able to read more fluently. During their time in Foundation stage, children develop skills and knowledge to guarantee they are effectively prepared for the national curriculum learning,



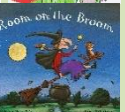
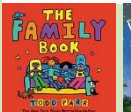
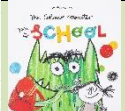


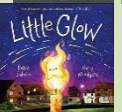









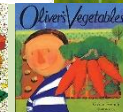





Children are ready for the next stage of education. They have the knowledge and skills they need to benefit from what school has to offer when it is time to move on. By the end of reception, all children achieve well, particularly those children with lower starting points. The curriculum is designed to ensure children are prepared for future learning, not just Year 1 but beyond, teachers work closely with KS1 teachers to ensure smooth transition.

By the end of reception, children have the personal, physical and social skills they need to succeed in the next stage of their education. Most children achieve the early learning goals, particularly in mathematics and literacy. Children enjoy, listen attentively and respond with comprehension to familiar stories, rhymes and songs that are appropriate to their age and stage of development. Children develop their vocabulary and understanding of language across the 7 areas of learning. The challenges from teachers during the year empower children to build resilience and feel successful when they achieve. Children leave Foundation Stage with a sound knowledge and understanding of Early Math's which is heavily promoted during outdoor learning opportunities. The learning environment and a balance of adult-led and child led activities enables the children to think critically and be active and creative learners.

Children respect each other's differences and see diversity as a positive aspect to be celebrated. Children learn good manners and how to behave well around others, as a result of the role models provided to them both by staff and other pupils. Our school has a strong family ethos, so children have many opportunities to work alongside and learn from older pupils. By the end of the Foundation year children start to manage their own feelings and clearly understand how these can impact on others. When entering Year 1 children have a better understanding of what is right and wrong and are able to listen and respond positively to adults and each other.

5. OUR EYFS LONG TERM PLAN

South View Primary School			Long Term Plan		Early Years Foundation Stage	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Overarching theme:	Me, Myself and I <i>(Ourselves topic)</i>	Helpful Heroes <i>(People Who Help Us Topic)</i>	Planning for Spring and Summer Terms are based on the children's interests. Teaching then encompasses the opportunities available and the enhanced resources are introduced for each topic to support the children's current interests. Possible topics for Terms 3-6: <i>Superhero's, Stop, Look and Listen, Mr Men and Little Miss, Wild World, Once Upon a Time, Earth Wind and Fire, To Infinity and Beyond, Dinosaurs, Let's Celebrate, We're Going on a Bear Hunt, How Does your Garden Grow? Down on the Farm, Buildings, Seaside, Vehicles/Transport, Our Wonderful World, Minibest, Past and Present, Toys, Animals.</i>			
Focus	Attachment School Readiness Self Confidence and Self-Awareness PSED Speaking and Listening Skills Fine Motor Skills <u>Baseline assessment</u>	Prime Areas Development Matters (3-4/Reception Secure)	Reception Secure		Achieving Early Learning Goal/KS1 and beyond ready (Follow Key Knowledge and Concepts Progression)	
Whole school events:	Black History Month Harvest Festival National Poetry Day Roald Dahl Day	Children in Need Diwali Bonfire Night Remembrance Road Safety Christmas Performance Christingle	Chinese New Year Safer Internet Day Fairtrade Shove Tuesday Holi NSPCC	World Book Day Mother's Day Shrove Tuesday Science Week Comic Relief Easter	May Day Ramadan	Sports Day Father's Day Art Week World Music Day Transition
Year Group Events:	Starting School Local Area Share pictures of home Trip around local environment	Visitors in school - Cranes/Nurse/Fire Engine/PSCO	Take Part in Food Activity Days Forests school-den building	Looking after baby chicks/ducklings Bikeability Trip to Moor farm Newborough-Lambing Bird watching	Watch a Pantomime Performing on a stage to an audience Scavenger Hunt Bring up a butterfly Johnsons of Old Hurst Farm trip	Take part in a race Trip to Ferry meadows/Forest visit - Picnic Camping experience day

<div>Maths</div> <div>(White Rose LTP)</div> <div></div>	<div>Getting to know you</div> <div>(Take this time to play and get to know the children!)</div> <div>Contains overviews and frequently asked questions</div> <div>Close</div> <div>Just like me!</div> <div>Match and sort</div> <div>Compare amounts</div> <div>Compare size, mass & capacity</div> <div>Exploring pattern</div> <div>Close</div> <div>It's me 1, 2, 3!</div> <div>Representing 1, 2 & 3</div> <div>Comparing 1, 2 & 3</div> <div>Composition of 1, 2 & 3</div> <div>Circles and triangles</div> <div>Positional language</div> <div>Light & dark</div> <div>Representing numbers to 5</div> <div>One more or less</div> <div>Shapes with 4 sides</div> <div>Time</div>	<div>Alive in 5!</div> <div>Introducing zero</div> <div>Comparing numbers to 5</div> <div>Composition of 4 & 5</div> <div>Compare mass (2)</div> <div>Compare capacity (2)</div> <div>Growing 6, 7, 8</div> <div>6, 7 & 8</div> <div>Combining two amounts</div> <div>Making pairs</div> <div>Length & height</div> <div>Time (2)</div> <div>Building 9 & 10</div> <div>Counting to 9 & 10</div> <div>Comparing numbers to 10</div> <div>Bonds to 10</div> <div>3-D shapes</div> <div>Spatial awareness</div> <div>Patterns</div>	<div>To 20 and beyond</div> <div>Build numbers beyond 10</div> <div>Count patterns beyond 10</div> <div>Spatial reasoning 1</div> <div>Match, rotate, manipulate</div> <div>First, then, now</div> <div>Adding more</div> <div>Taking away</div> <div>Spatial reasoning 2</div> <div>Compose and decompose</div> <div>Find my pattern</div> <div>Doubling</div> <div>Sharing & grouping</div> <div>Even & odd</div> <div>Spatial reasoning 3</div> <div>Visualise and build</div> <div>On the move</div> <div>Deepening understanding</div> <div>Patterns & relationships</div> <div>Spatial mapping (4)</div> <div>Mapping</div>			
<div>Phonics</div> <div>Read Write Inc</div> <div></div>	<div>October – know most Set 1 sounds and begin to blend (Set 1 Group B)</div> <div>m, a, s, d, t, I, n, p, g, o, c, k, u, b, f, e, l, h</div> <div>Group A The children may know a few single letter sounds.</div> <div>Lessons include teaching single letter sounds and assisting children to blend (using magnetic letters) in order to read CVC words. The children practise the formation of letters through the use of a phrase that is associated with the pictorial representation of the letter.</div> <div>After they have learnt the first few sounds they are taught to use 'Fred Fingers' to help them record simple words</div>	<div>December – know Set 1 sounds and blending (Set 1 Sounds Group C)</div> <div>r, j, u, v, y, w, z, x, sh, th, ch, qu, ng/nk</div> <div>Group B - Set 1 Sounds</div> <div>The children know most single letter sounds and now need to learn to blend orally</div> <div>Lessons also focus on teaching gaps in single letter sounds.</div> <div>Group C - Set 1 Sounds</div> <div>The children know most single letter sounds and are able to blend orally.</div> <div>The gaps in single letter sounds are taught and further vocabulary containing 'Special Friends'</div>	<div>February – Reading ditties 1-20</div> <div>Ditty Group - The children know all Set 1 single letter sounds speedily and can blend sounds into words orally. They are able to Fred Talk most words.</div> <div>Lesson content involves continuing to teach and review Set 1 Sounds with the focus on the Special Friends sh ch th qu ng nk qu</div> <div>In addition, the children learn to read the sounds and words needed to read a simple Ditty sheet each day. They also write a simple phrase or sentence related to the Ditty</div>	<div>April – Reading Red Ditty Storybooks</div> <div>Red Storybooks - The children know all Set 1 sounds speedily. They are able to Fred Talk most words and are now able to use the same skills to read alien/nonsense words.</div> <div>Lessons involve reviewing Set 1 Sounds and vocabulary. They also learn to read more words containing Special Friends and words that contain 4+ sounds.</div> <div>The children are now reading the Red Ditty Books.</div>	<div>May – Reading Green storybooks</div> <div>Green storybooks - The children are able to Fred Talk real and alien words and also read a range of real words speedily (no Fred Talk)</div> <div>Lessons involve reviewing Set 1 Sounds and vocabulary containing 4+ sounds. Set 2 Sounds are now taught (ay ee igh ow oo oo or ar air ir ou oy) The Story Book lesson runs over three days. The children practise the Speed Sounds and Green Words related to the Story. They also practise reading Green and Red Words (common exception) speedily. They will answer questions about the story and practise building sentences orally. They read the story three times with the focus on building intonation and fluency. In addition to Hold a Sentence they proofread a sentence in order to correct spelling and punctuation errors. They also write simple sentences related to the Story Book. These may also be in the form of speech bubbles, lists, posters, recipes, letters or simple instructions</div>	<div>July – Reading Green/Purple Storybooks</div> <div>Purple Storybooks. The children are able to read most words speedily</div> <div>Lesson content is the same as for the Green Group, providing children who need it with further opportunities to practise and consolidate.</div>
<div>Literacy</div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>

Literacy (Developing reading skills) To talk about a favourite story.	-I can understand the key concepts about print: - print has meaning - print can have different purposes -I can engage in extended conversations about stories, learning new vocabulary	-I can understand the key concepts about print: - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing	-I can talk about a story and are able to identify-main characters, settings, main events -I can begin to use the vocabulary and story language from previous texts -I can re-read what I have written to check that it makes sense. -I can use story telling language such as; Once upon a time, One day, Suddenly, Then/ Next, Finally, they all lived happily ever after.
(Read) To read a red ditty book	-I can develop my phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother	-I can read individual letters by saying the sounds for them. (Set 1) -I can blend sounds into words, so that they can read short words made up of known letter– sound correspondences. (set 1) -I can read a few common exception words matched to the school's phonic programme. (set 1 RWI) -I will be able to: Read 25 Set 1 single-letter sounds speedily Blend independently using Phonics Green Word cards: Word Time 1.1 to 1.4 Spell using Fred Fingers	-I can read some letter groups that each represent one sound and say sounds for them. -I can read a few common exception words matched to the school's phonic programme. -I can read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. -I can build up their confidence in word reading, their fluency and their understanding and enjoyment. -I will be able to: Read set 1 Special Friends Read words with Special Friends: Word Time 1.5 and 1.6 Read Word Times 1.1 to 1.4 Read 3-sound nonsense words Spell using Fred Fingers Read 3 sound nonsense words with Fred Talk
(Write) To write a simple sentence and tell an adult what it says.	-I can recognise my name and make marks to represent it. -I can write some letters in their name. -I can give meaning to the marks I make when drawing, painting or writing. -I can hear and identify initial sounds in words. -I can hear and identify final sounds in words. -I can orally blend and segment the sounds heard in words.	-I can some of print and letter knowledge in my early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. -I can use my core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. -I can develop my small motor skills so that they can use a range of tools competently, safely and confidently. (pencils for drawing & writing) -I can write most or all of their name with a Capital letter at the beginning (not all formed correctly) -I can identify separate words in spoken sentences. -I can hear and identify medial sounds in words. -I can link letters to sounds. -I can correctly identify and write initial sounds heard in words.	-I can begin to develop the foundations of a handwriting style, which is fast, accurate and efficient. I can talk about the different marks I make. -I can begin to form recognisable letters. -I can write my own name. (some letter may not be formed correctly) -I can identify and write final sounds heard in words. -I can identify and writes medial sounds heard in words. -I can writes the sounds in CVC words in the correct order -I can spell words by identifying the sounds and then writing the sound with letter/s -I am beginning to write some longer words using phonic knowledge. -I can write a label for a drawing/diagram -I can re-read what I have written to check that it makes sense. -I can form lower-case and capital letters correctly. -I can attempt to write simple sentences. -I am beginning to put finger spaces between some words. -I can sometimes use a capital letters for a sentence. -I can sometimes use full stops (not always in the correct place)

Development Matters	Development Matters – offers a top-level view of how children learn. Development Matters sets out the pathways of children’s development in broad ages and stages-these help to assess each child’s level of development (Birth-3,4-5, Reception) When we succeed in giving every child the best start in their early years, we give them what they need today. We also set them up with every chance of success tomorrow. The framework sets out the three prime areas of learning that underpin everything in the early years: communication and language, physical development, personal, social and emotional development The four specific areas help children to strengthen and apply the prime areas: literacy, mathematics, understanding the world, expressive arts and design			
Statutory Framework for Early Years Foundation Stage Early Learning Goals				
<u>Communication and Language</u> <ul style="list-style-type: none">Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.Make comments about what they have heard and ask questions to clarify their understanding.Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	<u>Personal, Social and Emotional Development</u> <ul style="list-style-type: none">Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.Explain the reasons for rules, know right from wrong and try to behave accordingly.Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.Work and play cooperatively and take turns with others.Form positive attachments to adults and friendships with peers.Show sensitivity to their own and to others’ needs.		<u>Understanding of the World</u> <ul style="list-style-type: none">Talk about the lives of the people around them and their roles in society.Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.Understand the past through settings, characters and events encountered in books read in class and storytelling.Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.Explore the natural world around them, making observations and drawing pictures of animals and plants.Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	
<u>Literacy</u> <ul style="list-style-type: none">Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.Anticipate (where appropriate) key events in stories.Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.Say a sound for each letter in the alphabet and at least 10 digraphs.Read words consistent with their phonic knowledge by sound-blending.Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.Write recognisable letters, most of which are correctly formed.Spell words by identifying sounds in them and representing the sounds with a letter or letters.Write simple phrases and sentences that can be read by others.	<u>Maths</u> <ul style="list-style-type: none">Have a deep understanding of number to 10, including the composition of each number.Subitise (recognise quantities without counting) up to 5.Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.Verbally count beyond 20, recognising the pattern of the counting system.Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other Quantity’.Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally		<u>Physical Development</u> <ul style="list-style-type: none">Negotiate space and obstacles safely, with consideration for themselves and others.Demonstrate strength, balance and coordination when playing.Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.Use a range of small tools, including scissors, paintbrushes and cutlery.Begin to show accuracy and care when drawing.	<u>Expressive Arts and Design</u> <ul style="list-style-type: none">Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.Share their creations, explaining the process they have used.Make use of props and materials when role playing characters in narratives and stories.Invent, adapt and recount narratives and stories with peers and their teacher.Sing a range of well-known nursery rhymes and songPerform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

6. PHONICS - Read, Write Inc Long Term Plan

At South View School children have a daily phonics lesson in which we teach them the sounds made by each letter to help them read and write words. We follow 'Read Write Inc' scheme across Early Years Foundation Stage and Key Stage 1 to ensure a consistent approach to teaching and learning of phonics.

Read, Write Inc Phonics - EXPECTATIONS OF PROGRESS









Our goal is for children to:





1. Work out unfamiliar words quickly – including new vocabulary and names
2. Read familiar words speedily – that is, words they have been taught
3. Read texts fluently at approx. 90 wpm on first reading

All children should achieve these expectations, if they have followed the programme from Foundation Stage.

	Foundation Stage children can:
End of Autumn 1	Read single-letter Set 1 sounds
End of Autumn term	Read all Set 1 sounds; blend sounds into words orally
End of Spring 1	Blend sounds to read words; read short Ditty stories
End of Spring term	Read Red Storybooks
End of Summer 1	Read Green Storybooks; read some Set 2 sounds
End of Summer term	Read Green or Purple Storybooks

What we teach and when:

Group		In Speed Sounds lessonsteach children to:	Through theday:	To progress into the next group childrenshould be able to:
Set 1 Sounds Group A		Read first 16 Set 1 sounds Learn to blend: Word Time 1.1 to 1.3 Spell using Fred Fingers	Fred Games Pinny Time Speed Minutes	Read first 16+ Set 1 sounds
Set 1 Sounds Group B		Read 25 Set 1 sounds Blend orally Learn to blend: Word Time 1.1 to 1.4 Spell using Fred Fingers	Fred Games Pinny Time Speed Minutes	Read 25+ sounds Blend sounds into words orally
Set 1 Sounds Group C		Read 25 Set 1 single-letter sounds speedily Blend independently using Phonics Green Word cards: Word Time 1.1 to 1.4 Spell using Fred Fingers	Fred Games Pinny Time Speed Minutes	Read all Set 1 single-letter sounds speedily Read Word Time 1.1 to 1.4 words with Fred Talk
Ditties PCM		Set 1 Special Friends Read words with Special Friends: Word Time 1.5 and 1.6 Read Word Times 1.1 to 1.4 Read 3-sound nonsense words Spell using Fred Fingers	Fred Games Pinny Time	Read all Set 1 Sounds speedily including SpecialFriends Read Word Time 1.5 to 1.6 words (words withSpecial Friends with Fred Talk) Read 3 sound nonsense words with Fred Talk
Red Ditty Books		Review Set 1 Sounds (reading only) Read 4/5 sound words: Word Time 1.6 and 1.7 Read Word Time 1.1 to 1.5 Read 3/4 sound nonsense words Spell using Fred Fingers	Fred Games Pinny Time	Read Word Time 1.6 and 1.7 (4/ 5 sounds)Phonics Green Words with Fred Talk Read 3 and 4 sound nonsense words withFred Talk
Green		Read Set 2 Sounds and Phonics Green Words Read Set 1 Phonics Green Words and build speed Read nonsense words Spell using Fred Fingers	Afternoon Speed Sounds lesson Pinny Time	Read Word Time 1.6 and 1.7 PhonicsGreen Words speedily
Purple		Read Set 2 Sounds and Phonics Green Words Read Set 1 Phonics Green Words and build speed Read nonsense words Spell using Fred Fingers	Afternoon Speed Sounds lesson Pinny Time	Read the first six Set 2 Sounds (ay, ee, igh, ow,oo, oo) speedily Read these sounds in Phonics Green andnonsense words with Fred Talk Read Word Time 1.6 and 1.7 (words with 4/5sounds) speedily
Pink		Read Set 2 Sounds and matching Phonics Green Words Teach Set 3 Sounds and matched Phonics Green Words (once reading Set 2 sounds and words confidently) Read Set 1 and 2 Phonics Green Words and build speed Read nonsense words Spell using Fred Fingers: focus on Set 2 words	Afternoon Speed Sounds lesson Pinny Time	Read all Set 2 Sounds speedily Read these sounds in Phonics Green andnonsense words with Fred Talk Read Word Time 1.6, 1.7 and first six Set 2Sounds in Phonics Green Words speedily

Orange		Teach Set 3 Sounds and matched Phonics Green Words Read Set 1, 2 and 3 Phonics Green Words and build speed Read nonsense words Spell using Fred Fingers: focus on Set 2 words	Afternoon Speed Sounds lesson Pinny Time	Read Set 2 Sounds in nonsense words Read Word Time 1.6, 1.7 and Set 2 Phonics Green Words speedily
Yellow		Teach Set 3 Sounds and matched Phonics Green Words Read Set 1, 2 and 3 Phonics Green Words and build speed Read nonsense words Spell using Fred Fingers: Set 2 and 3 words	Afternoon Speed Sounds lesson Pinny Time	Read Set 3 Sounds: ea, oi, a-e, i-e, o-e, u-e speedily Read these sounds in Phonics Green Words and nonsense words Read a passage at 60-70 words per minute, attempting intonation to show comprehension
Blue		Teach Set 3 Sounds and corresponding Phonics Green Words Read Set 1, 2 and 3 Phonics Green Words speedily Read nonsense words Spell using Fred Fingers: Set 2 and 3 words	Afternoon Speed Sounds lesson Pinny Time with Speedy Green Words	Read all Set 3 Sounds speedily Read Set 3 Sounds in Phonics Green Words and nonsense words Read a passage at 70-80 words per minute, attempting intonation to show comprehension
Grey		Read Set 1, 2 and 3 Sounds and matched Phonics Green Words speedily Read multi-syllabic words Read nonsense words Spell using Fred Fingers: multi-syllabic, Set 2 and 3 words	Afternoon Speed Sounds lesson Pinny Time with Speedy Green Words	Read all Set 3 Sounds in nonsense words Read multi-syllabic Phonics Green Words speedily Read a passage at 80-90+ words per minute with intonation that shows some comprehension

7. MATHS LONG TERM OVERVIEW – White Rose Long Term Plan

	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 term	Getting to know you (Take this time to play and get to know the children!) Contains overviews and frequently asked questions VIEW			Just like me! Match and sort Compare amounts Compare size, mass & capacity Exploring pattern VIEW			It's me 1, 2, 3! Representing 1, 2 & 3 Comparing 1, 2 & 3 Composition of 1, 2 & 3 Circles and triangles Positional language VIEW			Light & dark Representing numbers to 5 One more or less Shapes with 4 sides Time VIEW		
Spring term	Alive in 5! Introducing zero Comparing numbers to 5 Composition of 4 & 5 Compare mass (2) Compare capacity (2) VIEW			Growing 6, 7, 8 6, 7 & 8 Combining two amounts Making pairs Length & height Time (2) VIEW			Building 9 & 10 Counting to 9 & 10 Comparing numbers to 10 Bonds to 10 3-D shapes Spatial awareness Patterns VIEW			Consolidation		
Summer term	To 20 and beyond Build numbers beyond 10 Count patterns beyond 10 Spatial reasoning 1 Match, rotate, manipulate VIEW			First, then, now Adding more Taking away Spatial reasoning 2 Compose and decompose VIEW			Find my pattern Doubling Sharing & grouping Even & odd Spatial reasoning 3 Visualise and build VIEW			On the move Deepening understanding Patterns & relationships Spatial mapping (4) Mapping VIEW		

8. EYFS FOUNDATION LONG TERM OVERVIEWS

Kapow – Music Units

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Set up continuous provision in your classroom. See our Teacher guidance	Celebration music	Exploring sound	Music and movement	Musical stories	Big band

Kapow – Art and DT Units

	Autumn term		Spring term		Summer term		Stand alone lessons
	Design and technology	Art and design	Design and technology	Art and design	Design and technology	Art and design	
EYFS: Reception	Structures: Junk modelling (6 lessons) Omit lessons 3, and 6 if needed.	Drawing: Marvellous marks (6 lessons) Omit lesson 2 if needed.	Textiles: Bookmarks (6 lessons) Omit lessons 3 and 6 if needed.	Painting and mixed media: Paint my world (6 lessons) Omit lessons 1 and 4 if needed.	Structures: Boats (6 lessons) Omit lessons 3 and 4 if needed.	Sculpture and 3D: Creation station (6 lessons) Omit lessons 2 and 3 if needed.	Design and technology Unit: Seasonal projects - as and when relevant throughout the year. Art and design Seasonal Crafts as and when relevant throughout the year.

Discovery RE Units

Overview Year F2

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme: Special People Key Question: What makes people special? Religions: Christianity, Judaism	Theme: Christmas Key Question: What is Christmas? Religion: Christianity Christian concept: Incarnation	Theme: Celebrations Key Question: How do people celebrate? Religions: Hinduism	Theme: Easter Key Question: What is Easter? Religion: Christianity Christian concept: Salvation	Theme: Story Time Key Question: What can we learn from stories? Religions: Christianity, Islam, Hinduism, Sikhism	Theme: Special Places Key Question: What makes places special? Religions: Christianity, Islam, Judaism

Get set 4 PE Units

