



Communication & Language

Overview

Communication and language development is promoted through play and daily interactions within the continuous provision. Interactions between children and adult-child interactions. Staff promote language development through strategies such as commenting, repeating, expanding and explaining as children talk and play. Questions are limited, carefully chosen and open ended.

Daily story time and nursery rhyme sessions provide opportunities for hearing and discussing stories, singing a range of songs and rhymes, and exploring and using new vocabulary. Carefully chosen quality texts ensure children are exposed to a wide range of vocabulary.

Children are encouraged and supported to develop good listening and attention skills during whole class and small group carpet sessions in a range of lessons. Children are given opportunities to join in with group discussions, ask and answer questions and talk in pairs. Children learn to follow rules so that they know when they need to listen and how to share their ideas appropriately.

Children are encouraged to take home and regularly change library books to provide opportunities for conversations about stories at home.

Development Matters Objectives

- Understand how to listen carefully and why listening is important.
- Learn new vocabulary.
- Use new vocabulary through the day.
- Ask questions to find out more and to check they understand what has been said to them.
- Articulate their ideas and thoughts in well-formed sentences.
- Connect one idea or action to another using a range of connectives.
- Describe events in some detail.
- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.
- Develop social phrases.
- Engage in story times.
- Listen to and talk about stories to build familiarity and understanding.
- Retell the story, once they have developed a deep familiarity with the text, some exact repetition and some in their own words.
- Use new vocabulary in different contexts.
- Listen carefully

Early Learning Goals

Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversations when engaged in back-and-forth exchanges with their teacher and peers.

Speaking

- 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.



Personal, Social & Emotional Development

Overview

Throughout the day and during continuous provision adults will support children to develop constructive and respectful relationships, be able to express their feelings appropriately and consider the feelings of others. Children are encouraged to show increasing resilience and perseverance in the face of challenge, and identify and moderate their own feelings through adult support where needed.

Through circle times and small group discussions we will encourage children to see themselves as a valuable individual, we will be able to talk about and demonstrate our school's Gospel Values of Welcoming, Focused, Kind, Respect, Resilience and Loving. We will be able to talk about our feelings and consider the feelings and perspectives of others. We will take part in a daily toothbrushing routine.

Through our daily routines such as snack time, lunch time, using the toilets and washing our hands - we will manage our own needs and personal hygiene independently.

In weekly RHSE lessons we will follow the Ten Ten Life To The Full scheme and cover the following topics:

Autumn 1: Settling in, Classroom rules and routines

Autumn 2: Me, My Body and My Health

Spring 1: Emotional Wellbeing and Growing Up

Spring 2: Personal Relationships,

Summer 1: Life Online and Keeping Safe

Summer 2: Living In The Wider World

Development Matters Objectives

- See themselves as a valuable individual
- Build constructive and respectful relationships
- Express their feelings and consider the feelings of others
- Show resilience and perseverance in the face of challenge
- Identify and moderate their own feelings socially and emotionally
- Think about the perspective of others
- Manage their own needs: personal hygiene

Early Learning Goals

Self-Regulation

- 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.

Managing Self

- 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 needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships

- 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.



Physical Development

Overview

Children will develop and refine their fine motor skills through access to a wide range of resources and independent and adult led activities in the continuous provision such as play dough, threading, tweezers and weaving activities, and writing, painting, mark making and cutting activities.

In addition, children will take part in daily fine motor activities as a whole group such as dough disco, handwriting and letter formation. Children will develop and refine their gross motor and movement skills through access to a wide range of resources and independent and adult led activities in the outdoor provision such as the mud kitchen, scooters, trikes, sports equipment, large scale mark making, large construction crates and planks, water and sand.

Through daily routines and lessons, including carpet and table sessions - children will use good posture when sitting at a table or on the carpet and refine the foundations of a fast, accurate and efficient handwriting style. Children will refine the fine and gross motor skills needed to manage the school day such as lining up sensibly and queuing patiently, using cutlery at lunch times and eating with good manners. Children will take part in a daily toothbrushing routine. Through weekly RHSE lessons we will know and talk about factors that support our overall health and wellbeing (see PSED overview for RHSE topics covered).

In addition, children will take part in twice weekly P.E. lessons and cover the following topics.

Autumn 1: Me & Myself and Ball Skills

Autumn 2: Movement Development and Working With Others

Spring 1: Movement Development and Dance

Spring 2: Fitness and Dance

Summer 1: Throwing and Catching and Yoga

Summer 2: Cricket Skills

Development Matters Objectives

- Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.
- Progress towards a more fluent style of moving, with developing control and grace.
- Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education settings and other physical disciplines including dance, gymnastics, sport and swimming.
- Develop their small motor skills so that they can use a range of tools competently, safely and confidently.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Combine different movements with ease and fluency.
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
- Develop overall body-strength, balance, co-ordination and agility.
- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.
- Develop the foundations of a handwriting style which is fast, accurate and efficient.
- Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of screen time, a good sleep routine and being a safe pedestrian.
- Further develop the skills they need to manage the school day successfully.

Early Learning Goals

Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and co-ordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills

- 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.



Literacy

Overview

We will access a range of reading and writing opportunities in the continuous provision with dedicated reading and writing areas. Through the reading area of provision, children will have access to a range of stories linking to our topics for learning this half term, as well as 'Super Six' books each half term. Children have access to a Tonies Box and can listen to the 'Super Six' and chosen stories read aloud in provision independently. Through carefully planned provision enhancements we will have opportunities to practise and apply our reading and writing skills in lots of different ways.

In daily Literacy lessons we will practise orally rehearsing and retelling familiar stories through the use of text maps and take part in shared and independent writing activities. Through dedicated daily story and rhyme time we will listen to a range of stories being read out loud, as well as learn and sing a wide range of nursery rhymes and songs.

In daily streamed Phonics lessons we follow the Read Write Inc. scheme of work and children will progress through the scheme as follows:

Autumn term: Children will focus on learning to read all the single letter set 1 sounds and orally blending sounds in words. Children will learn and practise writing the letters for each sound forming them correctly. Children will begin to blend sounds together to read words containing sounds they know and will begin to apply their emerging reading and writing skills in other areas of the curriculum.

Spring Term: Children will focus on blending sounds to read words and simple sentences independently and learn to spell words using 'Fred Fingers'. Children will learn set 1 'special friends' sounds and practise reading words containing these sounds. Children will read simple sentences and short ditty stories using paired work. Children will begin to learn some tricky words as well as practise reading 'alien' words. Children will begin to 'hold a sentence' to begin writing simple sentences and phrases of their own

Summer Term: Children will focus on developing fluency for reading and will continue to practise spelling words using 'Fred Fingers' and writing their own sentences using 'hold a sentence'. Children will begin to learn set 2 sounds and practise reading words containing these sounds. Children will read short stories matched to their phonic level using paired work and will continue to learn more tricky words, as well as practise reading 'alien' words.

Development Matters Objectives

- Read individual letters by saying the sounds for them
- Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.
- Read some letter groups that represent one sound and say sounds for them.
- Read a few common exception words matched to the school's phonic programme.
- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
- Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
- Spell words by identifying the sounds and then writing the sound with letter/s.
- Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.
- Re-read what they have written to check that it makes sense

Early Learning Goals

Comprehension

- Demonstrate 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 during role play.

Word Reading

- 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.

Writing

- 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.



Maths

Overview

Children are provided with opportunities to explore, develop, apply and embed their Maths learning independently through carefully planned provision enhancements, and access to a wide range of Mathematical resources every day. Staff highlight and seize opportunities for children to talk about and apply Maths to real life contexts and daily routines such as how many children are in school, daily book vote, shapes and numbers in the environment, tidying and sorting etc.

In daily Maths lessons, we follow the White Rose Scheme and cover the following topics:

Autumn 1: Match Sort and Compare / Talk About Measure and Patterns

Autumn 2: It's Me 1, 2, 3 / Circles and Triangles / 1, 2, 3, 4, 5 / Shapes With 4 Sides

Spring 1: Alive in 5 / Mass and Capacity / Growing 6, 7, 8 / Length, Height and Time

Spring 2: Building 9 and 10 / Explore 3D Shapes

Summer 1: To 20 and Beyond / How Many Now? / Manipulate, Compose and Decompose

Summer 2: Sharing and Grouping / Visualise Build and Map / Make Connections

In addition to Maths lessons children also take part in short daily sessions following the Mastering Number Programme. This programme will develop solid number sense, including fluency and flexibility with number facts

Development Matters Objectives

- Subitise
- Link the number symbol (numeral) with its cardinal number value
- Count beyond ten
- Compare numbers
- Understand the 'one more than/one less than' relationship between consecutive numbers.
- Explore the composition of numbers to 10
- Automatically recall number bonds for number 0-5 and some to 10.
- Select, rotate and manipulate shapes to develop spatial reasoning skills.
- Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.
- Compare length, weight and capacity
- Continue, copy and create repeating patterns.

Early Learning Goals

Number

- 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.

Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in difference 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 evenly.



Understanding The World

Overview

Children will explore a wide range of topics to enable children to make sense of their physical world and community through carefully planned continuous and enhanced provision activities, as well as role play and real life experiences. Children will read and discuss fiction and non-fiction texts linking to the various themes to explore new vocabulary and make links with real life to foster their understanding of our socially, technologically and ecologically diverse world. In our weekly Understanding The World lessons we cover the following topics:

Autumn 1: All About Me - In this topic, children will explore themselves, their families, and how they change as they grow. Children will find out about different houses and homes and special places in their community. Children will also learn about and explore their senses and related body parts.

Autumn 2: Winter Wonders - In this topic, children will learn about different festivals and celebrations that happen during autumn and winter as well as seasonal changes of autumn and winter. Children will also learn about the Polar Regions and compare these to their local environment.

Spring 1: Food Glorious Food - In this topic, children will discover foods from different parts of the world and favourite foods from the past. Children will explore changes of state through cooking as well as the importance of healthy eating.

Spring 2: In The Garden - Children will explore the natural world around them, including growing plants, mini-beasts, and seasonal changes of spring. Children will also explore maps and aerial photos of the local area and identify features in their community.

Summer 1: Amazing Animals - In this topic children will learn about a range of animals and compare and contrast their habitats around the world. Children will explore the life cycles of some animals and how they grow and change over time as well as discover dinosaurs and fossils.

Summer 2: Going On A Journey - In this topic children will compare and contrast far away places and cultures to their local environment and community. Children will find out about different vehicles and transport, as well as explore forces and motion. Children will look at images of vehicles from the past and compare to modern day equivalents and explore maps.

Development Matters Objectives

- Talk about members of their immediate family and community.
- Name and describe people who are familiar to them.
- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside.
- Understand the effect of changing seasons on the natural world around them.
- Recognise some environments that are different to the one in which they live.
- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.
- Understand that some places are special to members of their community.
- Recognise that people have different beliefs and celebrate special times in different ways
- Draw information from a simple map

Early Learning Goals

Past and Present

- Talk about the lives of 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.

People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and images.
- 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

The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and insects.
- 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.



Expressive Arts and Design

Overview

Through weekly Music lessons we will listen and respond to a range of music, practise finding the pulse, learn to sing a range of songs and explore a range of percussion instruments exploring with pulse, rhythm and pitch. In addition, we will sing a range of songs as part of our daily routines, such as counting songs, Nursery rhymes etc. For Music lessons we follow the Charanga scheme and cover the following topics:

Autumn 1: Me!

Autumn 2: My Stories

Spring 1: Everyone!

Spring 2: Our World

Summer 1: Big Bear Funk

Summer 2: Reflect, Rewind and Replay

In weekly Art and Design lessons children will explore mark making, junk modelling, painting, sculpting, joining and cutting. Through the construction, creative and mark making areas of provision children will develop and apply their learning independently to create their own models and creations. For Art and Design & Technology lessons we follow the KaPow scheme and cover the following topics:

Autumn 1: Marvellous Marks

Autumn 2: Structures: Junk Modelling

Spring 1: Making Soup

Spring 2: Painting and Mixed Media

Summer 1: Sculpture and 3D

Summer 2: Making Boats

Through continuous and enhanced provision, and supported by adult interactions children will develop their imaginative play and role play skills. Children will retell and make their own stories through puppets, role play, performances and small world play.

Development Matters Objectives

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources and skills.
- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Watch and talk about dance and performance art, expressing their feelings and responses.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Develop storylines in their pretend play
- Explore and engage in music making and dance performing solo or in groups.

Early Learning Goals

Creating with Materials

- 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.

Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.



R.E. and Worship

Overview

10% of the teaching timetable is dedicated to the teaching of R.E. at St. John's and R.E. is taught through a combination of whole class direct teaching, child led provision activities and adult directed activities.

Children also have lots of opportunities to take part in whole school and class worship. We have a dedicated prayer table area in the classroom which children take ownership of. For prayer we use Ten Ten Collective Worship resources.

For R.E. lessons we follow the Come And See scheme and cover the following topics:

Autumn Term:

- Domestic Church - family: myself
- Baptism / Confirmation - belonging: welcome
- Advent / Christmas - loving: birthday
- Other religions - Judaism: special days/ritual objects - Hanukkah

Spring Term:

- Local Church - community: celebrating
- Eucharist - relating: gathering
- Lent/Easter - giving: growing
- Other religions - Islam: special days / ritual objects - prayer mats

Summer Term:

- Pentecost - serving: good news
- Reconciliation - interrelating: friends
- Universal Church - world: our world
- Other religions - Hinduism: special days / ritual objects - Diwali

In addition to R.E. lessons, children also take part in the following:

- Worship Assemblies once per week
- Daily Prayer in class
- Child-led collective worship once per week
- Whole school hymn practise once per fortnight
- Children visit St. John The Evangelist Church to attend Mass once per half term.
- Christmas Nativity performance at the end of the autumn term
- The Passion performance at the end of the spring term.

Development Matters Objectives & Early Learning Goals (Understanding The World)

- Understand that some places are special to members of their community.
- Recognise that people have different beliefs and celebrate special times in different ways
- Compare and contrast characters from stories, including figures from the past.
- Talk about members of their immediate family and community.
- Name and describe people who are familiar to them.

ELG: People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and images.
- 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

Come and See - Outcomes of religious education

The outcome of excellent religious education is religiously literate and engaged young people who have the knowledge, understanding and skills - appropriate to their age and capacity - to reflect spiritually, and think ethically and theologically, and who are aware of the demands of religious commitment in everyday life.