



Manor Hill
First School

Manor Hill First School EYFS Curriculum



Intent

At Manor Hill our Early Years Curriculum has been designed to ensure that ambitious and developmentally appropriate knowledge and skills are taught in a progressive and sequential way, to meet needs of each unique child within our care.

Throughout our Foundation Stage children aged 2-5 are equipped with the knowledge and skills to build a firm foundation for their future education through careful and deliberate taught and play based experiences.

Our curriculum is rich in language and vocabulary is taught and modelled by staff, to ensure children can communicate effectively.

We ensure that children are engaged and motivated by their experiences and environments. We build on children's existing knowledge, interests and develop core concepts which prepare children for their future learning.

We recognise that all children are unique and we celebrate individual differences and skills to enable all children to feel valued and have pride in their achievements.

Our highly skilled practitioners provide the best for every child, ensuring that all children are given an equal chance to succeed, regardless of their starting point.



Implementation

Our curriculum is informed by Development Matters and outlines what we expect children to learn, experience and be able to do within each stage of their development. We know that skills can be learnt through observation, experience and instruction and our curriculum provides opportunities for all three elements of acquisition as well as lots of independent practice.

We recognise that learning also takes place when children are engrossed in their own play through personal fascinations or interests. Staff use their expert knowledge about child development to support, scaffold and facilitate learning by extending the children's thinking, skills and vocabulary.

Resources are carefully chosen to meet the needs of all children and to promote learning. Children are given time to discuss their learning and interests with staff and each other,

Books have been specifically selected to progressively introduce and revisit to new ideas, concepts and vocabulary. When reading new or familiar books, staff will read in a way which excites and engages, promoting a love of reading and literature.

Children are taught to read and write through expert teaching of a systematic, synthetic phonics programme, Little Wandle; children practice reading through books which match their phonic knowledge.

Our day is carefully mapped out to ensure age appropriate routines which encompass discreet opportunities to acquire skills and knowledge. Our provision allows the children to be active learners, take managed risks in their play, explore environments and think critically and creatively.

Parents and carers are regularly updated on their child's learning and progress through an online profile which allows parent feedback and contributions, and through regular interactions with staff.

Staff quickly identify children that need support in any area of learning and provide focused intervention that is targeted and age-appropriate to support individuals to make expected progress.



Bright Beginners and Early Explorers

The Bright Beginners are our two year old children.

The Bright Beginners room practice is rooted in child development and provides age-appropriate opportunities to allow our youngest children to thrive and prepare for the next step in their early learning journey.

The Early Explorers are our rising 3 and 3 year old children.

The Early Explorers room supports our children to prepare for pre-school.

Children develop independence and build on the skills that the children have developed in our Bright Beginners room.

Our focus within both these rooms is on the three prime areas of learning, with the specific areas being woven into the learning.

We understand the importance of safe physical care routines for toddlers and children. We ensure that feeding, dressing and nappy changing are carried out sensitively, we pay close attention to each child to ensure that all needs are met. We know that developmentally these care routines are a vital part of the learning process for young children and we pride ourselves in ensuring that they are undertaken successfully.



Bright Beginners Daily Routine

What helps me to settle into Nursery?

Pre-visits with my parents and carers to stay and play.

A consistent key worker to care for me.

Comforting characters in my environment, that I recognise from home.

Photographs of my family within my environment.

A consistent routine for all my care needs.

A special place to keep my own belongings.

What will my provision look like?

Practitioners carefully ensure that the environment and provision directly reflects my needs, with a focus on the Prime Areas of Learning. Practitioners engage in high quality interactions to support the children's learning and development.

What will I experience each day?

Stories and rhymes that I know and enjoy.

Rich talk with adults to expand my vocabulary.

Outdoor play with a range of resources to help me to develop.

Indoor play with lots of new experiences to explore.

Healthy snack and lunch times to develop my independence.

Squiggle sessions to strengthen my body.



Early Explorers Daily Routine

What helps me to settle into Nursery?

Visits with my Bright Beginners keyworker to my new room.

If I am new to Nursery, visits with my parents or carers to stay and play.

Familiar resources and books from Bright Beginners and my home.

Photographs of my family within my environment.

A consistent routine for all my care needs, helping me to become independent.

A special place to keep my own belongings and jobs to complete.

What will my provision look like?

Autumn Term

Practitioners carefully ensure that the environment and provision directly reflects my needs, with a focus on the Prime Areas of Learning.

Spring Term

Practitioners support my independence

Summer Term

We begin to participate in small group listening and attention activities

What will I experience each day?

Stories and rhymes that I know and enjoy.

Rich talk with adults to expand my vocabulary.

Outdoor play with a range of resources to help me to develop.

Indoor play with lots of new experiences to explore.

Healthy snack and lunch times to develop my independence.

Squiggle sessions to strengthen my body.

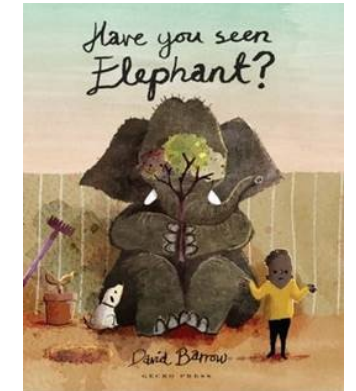
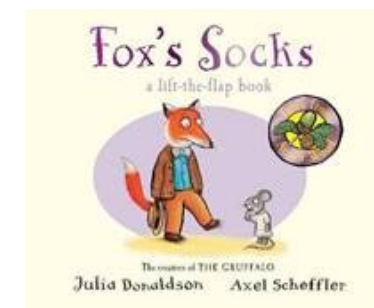
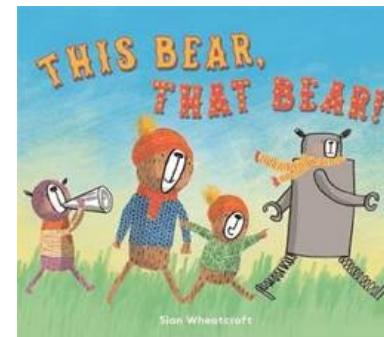
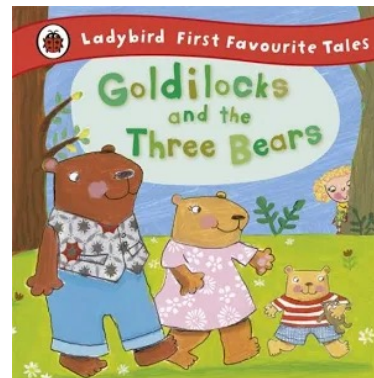
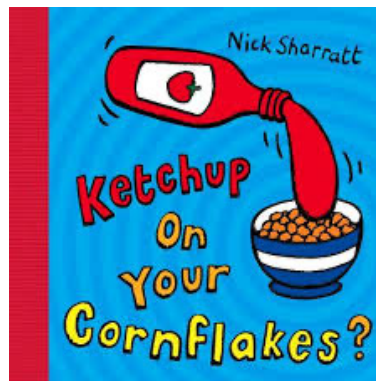
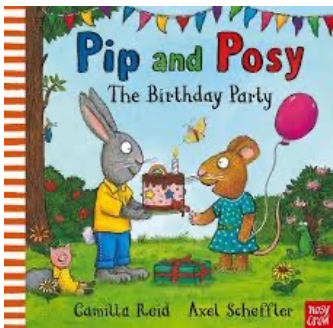
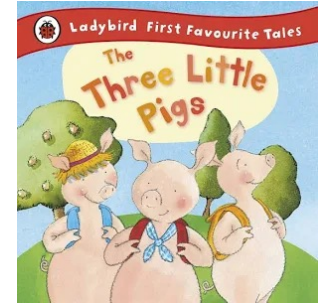
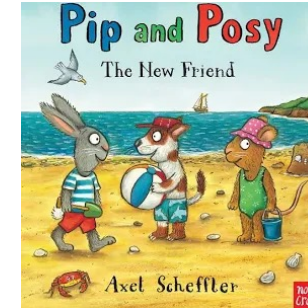
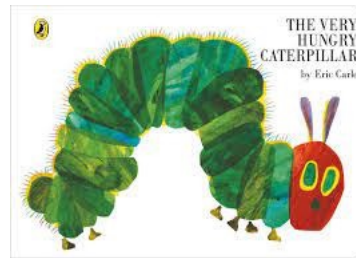
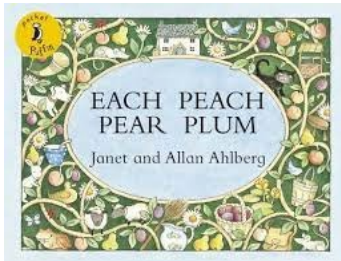
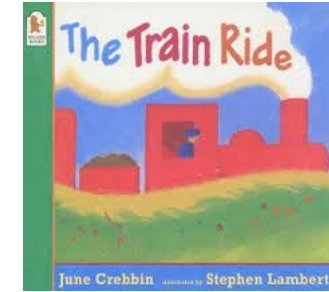
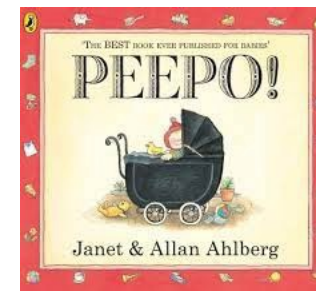
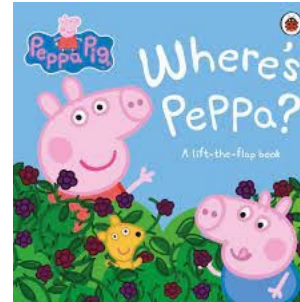
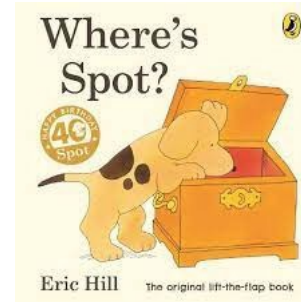
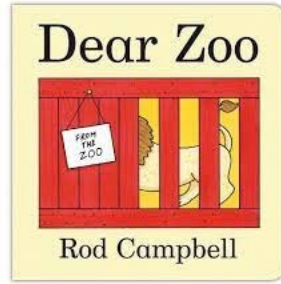
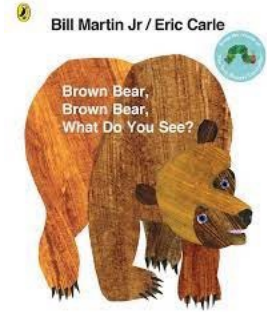


Bright Beginners and Early Explorers Concept Map

Concepts	September	October	November	December	January	February	March	April	May	June	July	August
Seasons	Autumn			Winter			Spring			Summer		
Weather	Sunny, rainy, windy, cold			Cold, snow, ice			Sunny, rainy, cloudy			Sunny, hot		
Celebrations	Back to school			Christmas		Valentines Day	Mothers Day	Easter		Fathers Day		
Ourselves and Our families	Myself and my friends	Family photographs		Christmas show				Sensory Workshop			Happy Feet	
Plants	Snack and Lunch fruit and vegetables						Water and care for garden plants/bulbs					
Trees	Forest school trees- observe changes			Many trees in Forest school have no leaves			Observe growth of new leaves			Fruit grows on some of the trees		
Animals	Comforting characters- animal types/nouns						Farm animals					
Insects	Insects in the garden/forest school											
Experiences Community	My school			School Library				Farm on Wheels		Sports Day	Local park	



Bright Beginners and Early Explorers texts to explore





Bright Beginners and Early Explorers Age 2-3

Personal, Social, Emotional Development Self-Regulation Managing Self Building Relationships	Communication & Language Listening, Attention & Understanding Speaking	Physical Development Gross Motor Skills Fine Motor Skills	Literacy Comprehension Word Reading Writing	Maths Number Number patterns	Understanding The World Past and Present The Natural World People, Culture and communities	Expressive Art & Design Creating with Materials Being Imaginative
<p>I can use the toilet with help, and then independently.</p> <p>I can find ways to calm myself, through being calmed and comforted by their key person.</p> <p>I have a sense of self.</p> <p>I can find ways of managing transitions.</p> <p>I can lay with increasing confidence on my own and with other children, because I know my key person is nearby and available.</p> <p>I can wait my turn and show control.</p> <p>I can talk about my feelings in some detail.</p>	<p>I can say how I feel using words and actions.</p> <p>I can develop my own pretend play.</p> <p>I can use the speech sounds p, b, m, w. Pronounce: • l/r/w/y • f/th • s/sh/ch/dz/j and • multi-syllabic words such as 'banana' and 'computer'</p> <p>I can listen to simple stories and understand what is happening, with the help of the pictures.</p> <p>I can identify familiar objects and properties for practitioners when they are described: for example: 'Katie's coat', 'blue car', 'shiny apple'. Understand and act on longer sentences like 'make teddy jump' or 'find your coat'.</p> <p>I understand simple questions about 'who', 'what' and 'where' (but generally not 'why').</p>	<p>I control my whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking.</p> <p>I can clap and stamp to music.</p> <p>I can sit on a push-along wheeled toy, use a scooter or ride a tricycle.</p> <p>I can get into spaces, like tunnels, dens and large boxes, and move around in them.</p> <p>I enjoy starting to kick, throw and catch balls.</p> <p>I can build independently with a range of appropriate resources.</p> <p>I can explore different materials and tools with increasing control and manipulation.</p> <p>I can use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.</p> <p>I seek to be independent in dressing and feeding myself.</p> <p>I am starting to use a knife and fork.</p>	<p>I enjoy sharing books with an adult, paying attention to words and pictures.</p> <p>I have favourite books and seek them out, to share with an adult, with another child, or to look at alone.</p> <p>I can repeat words and phrases from familiar stories.</p> <p>I ask questions about books, I share my ideas.</p> <p>I can develop play around favourite stories using props.</p> <p>I enjoy drawing freely.</p> <p>I add marks to my drawings and give them meaning.</p> <p>I notice print in the environment.</p> <p>I make marks to represent my name.</p>	<p>I can combine objects like stacking blocks and cups. Put objects inside others and take them out again.</p> <p>I can take part in finger rhymes with numbers.</p> <p>I notice changes of amount in a group of up to three items.</p> <p>I can compare amounts, saying 'lots', 'more' or 'same'.</p> <p>I show counting behaviours, pointing etc.</p> <p>I can count in everyday contexts, sometimes skipping numbers.</p> <p>I climb and squeeze into different spaces.</p> <p>I can build with a range of resources.</p> <p>I can complete inset puzzles.</p> <p>I can compare sizes, weights etc. using gesture and language</p> <p>I notice patterns and arrange things in patterns.</p>	<p>I repeat actions that have an effect.</p> <p>I explore materials with different properties.</p> <p>I explore natural materials, indoors and outside.</p> <p>I explore and respond to different natural phenomena.</p> <p>I make connections between the features of their family and other families.</p> <p>I notice differences between people.</p>	<p>I show attention to sounds and music.</p> <p>I respond emotionally and physically to music when it changes.</p> <p>I anticipate phrases and actions in rhymes and songs.</p> <p>I use my voice in different ways and enjoy making sounds.</p> <p>I join in with songs and rhymes, making some sounds.</p> <p>I can make rhythmical and repetitive sounds.</p> <p>I use soundmakers and instruments and play them in different ways.</p> <p>I enjoy and take part in action songs.</p> <p>I can make marks intentionally.</p> <p>I can explore paint, using my fingers, body parts and brushes and other tools.</p> <p>I can express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</p> <p>I can develop pretend play, using objects to represent items.</p> <p>I can use my senses to explore and manipulate materials.</p> <p>I think of things to use materials for, making simple models to express ideas.</p>



Little Learners

The Little Learners are our Pre-School Nursery class. These children are age 3 and 4. Our Little Learners are developing in the Early Years Foundation Stage and continue to build on their learning, which a child development focus.

In Little Learners discreet adult led learning begins with the Foundations for Phonics, Little Wandle programme. This is a daily session that focuses on supporting children with the pre-reading skills they need before they can read letter sounds and words.

The 'Squiggle while you wiggle' programme continues to support gross and fine motor development and this stage is when the children do the dance and then the draw, using both hands. This is also done daily and is a fun exciting way to begin the mark making to writing journey.

The children in Little Learners access a Sing Up session each week to support their Creative development and singing skills.

Jigsaw is delivered weekly to support Personal, Social and Emotional Development.

The focus in this year is to support the children to become ready to progress to Reception class by developing their skills in all areas of learning through play and exploration. Teaching supports children to become independent in their learning choices and with personal skills.

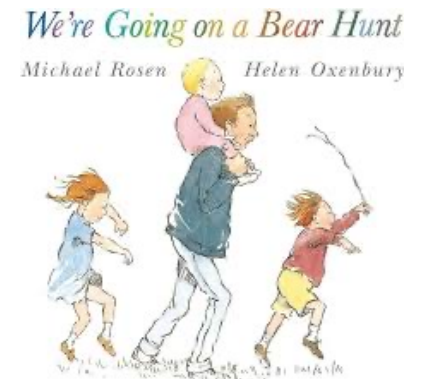
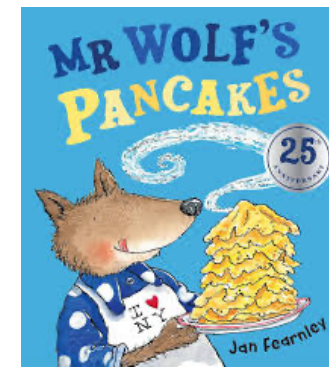
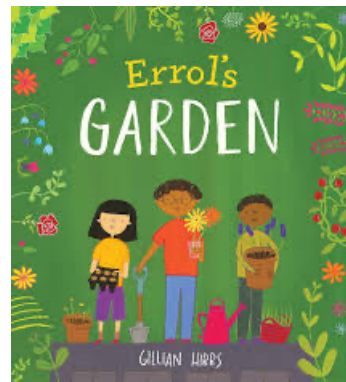
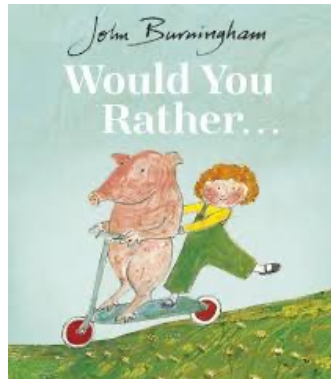
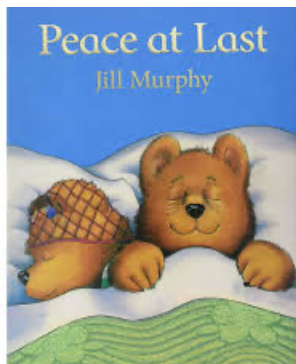
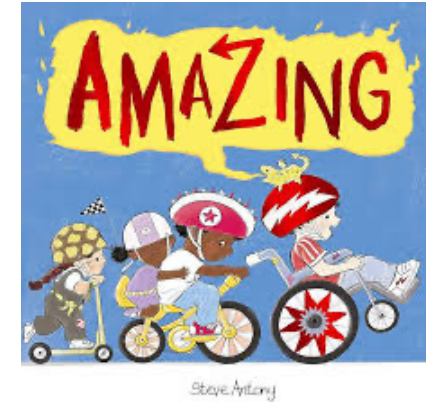
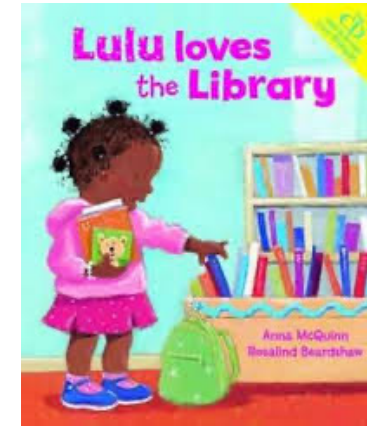
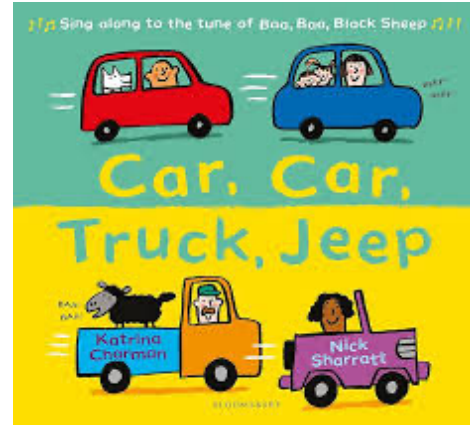
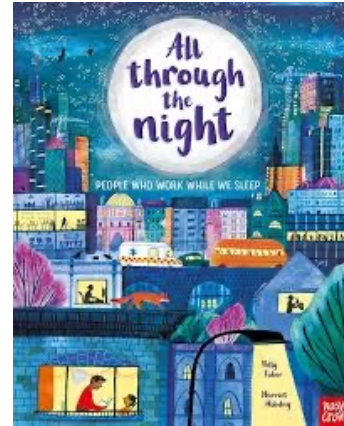
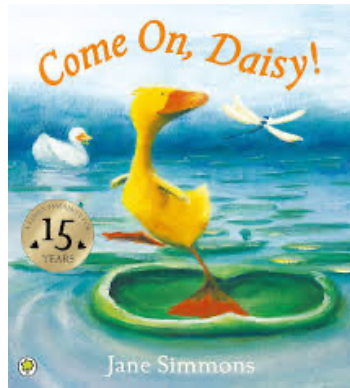
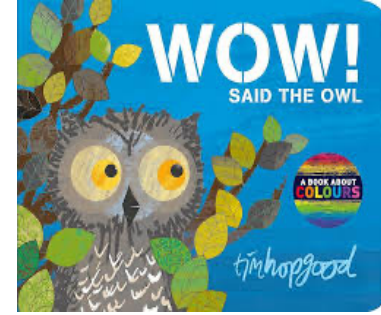
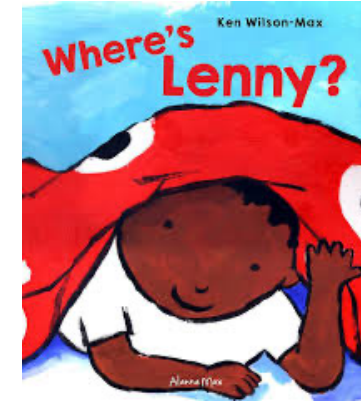
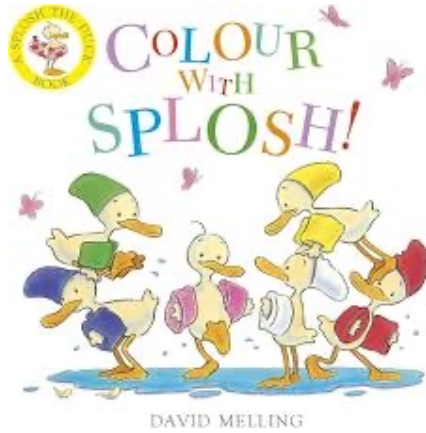
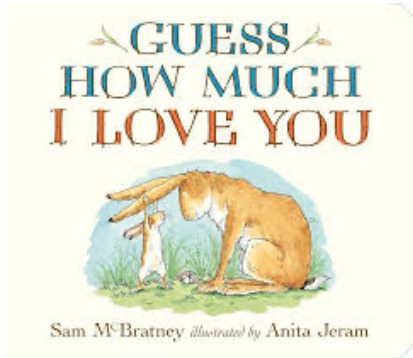


Little Learners Concept Map

Concepts	September	October	November	December	January	February	March	April	May	June	July	August
Seasons	Autumn Night and day			Winter Light and dark			Spring			Summer		
Weather	Sunny, rainy, windy, cold, cloudy			Cold, colder snow, frost, ice			Cold mornings, warmer days, sunny, rainy, cloudy, hail			Sunny, hot, hotter, rainy, cloudy, rainbow		
Celebrations	Back to school	Harvest Halloween	Diwali Bonfire Night	Christmas	New Year	Valentines Day	Shrove Tuesday Mothers Day	Easter		Fathers Day	Graduation	
Ourselves and Our families	My family	Self Portrait		Nativity	Occupations- fire, police, dentist		Host afternoon tea			Workshop for Fathers day	Transition	
Plants	Harvest	Bulb planting	Name and taste vegetables				Notice growth in garden/field Water and care for garden plants/bulbs					
Trees	Trees have their leaves	Colours change	Leaves fall	Many trees in Forest school have no leaves			Names of some trees in Forest School			Notice differences in leaf shapes		
Animals	Pets		Woodland animals				Farm animals			Sealife		
Insects	Insects in the garden/forest school						Habitats			Life cycle- butterfly		
Experiences Community	My school community		Hoglets	Postbox		Recycling visit		Farm visit		Sports Day Picnic	Seaside Day	



Little Learners texts to explore





Progression of learning **Little Learners**

Morning Activities

Throughout the year, we learn to leave our carers happily, hang up our belongings. We join provision for an activity of our choosing, which allows us to play alongside others and practice our skills.

Phonics

Autumn 1

Listening games
and rhymes.
Squiggle

Autumn 2

Foundations for
phonics-s a t p i
n m
Squiggle

Spring 1

Foundations for
phonics-d g o c k
e
Squiggle

Spring 2

Foundations for
phonics-u r h b f l
Squiggle

Summer 1

Foundations for
phonics-j v w y z
qu ch
Squiggle

Summer 2

Foundations for
phonics-ck x sh
th ng nk
Squiggle

Literacy

Autumn 1

Develop love of
reading. →
Listen to stories
in small groups.
Know print has
meaning.
Recognise own
name.

Autumn 2

Name parts of a
book, front and
back cover,
page, blurb.

Spring 1

Listen to stories
in larger groups.
Engage in
extended
conversations.
Use print in
early writing.

Spring 2

Use more letter
shapes in early
writing.
Develop new
vocabulary from
reading.

Summer 1

Listen in larger
groups.
Repeat a
narrative.
Begin to write
some of own
name.

Summer 2

Tells own stories.
Write some or
all of own name.



Progression of learning **Little Learners**

Mathematics

Autumn 1

Recognise, name and match colours
Sort in different ways
Make AB patterns

Autumn 2

Use the language of size
Counting principles
Comparing amounts of objects

Spring 1

Explore and understand numbers, 0,1,2,3

Spring 2

Explore and understand numbers 4. 5

Summer 1

Focus on properties of shape
Ordering events of the day
Comparing lengths

Summer 2

Comparing weight
Exploring capacity
Using language of position and direction

Provision

Practitioners ensure that the provision reflects the needs of the children. The provision is enhanced with open ended resources, inked to the curriculum and their interests, that engage the children to explore and investigate.
Practitioners engage in high quality interactions to support the children's learning and development in all areas.



Little Learners (age 3-4) Autumn Term

Personal, Social, Emotional Development Self-Regulation Managing Self Building Relationships	Communication & Language Listening, Attention & Understanding Speaking	Physical Development Gross Motor Skills Fine Motor Skills	Literacy Comprehension Word Reading Writing	Maths Number Number patterns	Understanding The World Past and Present The Natural World People, Culture and communities	Expressive Art & Design Creating with Materials Being Imaginative
<p>I can select and use activities and resources, with help when needed.</p> <p>I am developing a sense of responsibility.</p> <p>I can begin to follow rules in my class.</p> <p>I can talk about my own feelings.</p>	<p>I can listen to short stories.</p> <p>I understand a one part question or instruction.</p> <p>I can eply to a question.</p> <p>I can sing a simple song.</p> <p>I have developing speech pronunciation.</p> <p>I talk in sentences of 4-6 words.</p> <p>I use talk to organize myself.</p>	<p>I can move, balance and ride on the trikes.</p> <p>I can go up stairs and steps using alternate feet.</p> <p>I collaborate with others to manage large items.</p> <p>I can use one handed tools and equipment.</p> <p>I can put on my own coat and wellingtons.</p>	<p>I know that print conveys meaning.</p> <p>I know that we read English text right to left and top to bottom.</p> <p>I can spot and suggest rhymes.</p> <p>I engage in conversations about stories, learning new vocabulary.</p> <p>I make marks to convey meaning.</p>	<p>I make marks to represent numerals and symbols.</p> <p>I can choose shapes appropriately: flat surfaces for building, triangular prism for a roof etc.</p> <p>I can combine shapes to make new ones.</p> <p>I can talk about and identify the patterns.</p> <p>I use language like 'spotty, pointy'.</p> <p>I can extend and create ABAB patterns.</p> <p>I can notice and correct an error in a repeating pattern.</p>	<p>I use my senses in hands-on exploration of natural materials.</p> <p>I am beginning to understand the need to respect and care for the natural environment and all living things.</p> <p>I am developing positive attitudes about the differences between people.</p> <p>I know that there are different countries in the world.</p> <p>I can name and describe people who are familiar to me.</p>	<p>I take part in pretend play.</p> <p>I develop complex stories using small world equipment.</p> <p>I make imaginative and complex 'small worlds'.</p> <p>I explore materials freely.</p> <p>I can use glue to join materials.</p> <p>I can create closed shapes with continuous lines ad use them to represent objects.</p> <p>I can explore colour and colour mixing.</p> <p>I listen with increased attention to sounds.</p>



Little Learners (age 3-4) Spring Term

Personal, Social, Emotional Development Self-Regulation Managing Self Building Relationships	Communication & Language Listening, Attention & Understanding Speaking	Physical Development Gross Motor Skills Fine Motor Skills	Literacy Comprehension Word Reading Writing	Maths Number Number patterns	Understanding The World Past and Present The Natural World People, Culture and communities	Expressive Art & Design Creating with Materials Being Imaginative
<p>I show more confidence in new social situations.</p> <p>I choose to play with one or more other children.</p> <p>I can increasingly follow rules, understanding why they are important.</p> <p>I am developing appropriate ways of being assertive. 'Stop I don't like that'.</p> <p>I am increasingly independent in meeting my own care needs.</p>	<p>I can join in with longer stories.</p> <p>I stop when my attention is needed.</p> <p>I can build on a simple response to a question.</p> <p>I understand a 2 part question or instruction.</p> <p>I can sing a larger repertoire of songs.</p> <p>I can use multi syllabic words.</p> <p>I talk in longer sentences of four to six words.</p> <p>I can express a point of view and debate when I disagree using words and actions.</p>	<p>I can move, balance and ride on the bikes.</p> <p>I can skip, hop, stand on one leg and hold a pose.</p> <p>I take part in group activities.</p> <p>I have developing ball skills.</p> <p>I can zip my own coat and put on my shoes.</p> <p>I show a preference for a dominant hand.</p>	<p>I know that print can have different purposes.</p> <p>I know pages have a sequence in a text.</p> <p>I can count or clap the syllables in a word.</p> <p>I join in conversations about stories learn new vocabulary.</p> <p>I use some of my print and letter knowledge in my writing.</p>	<p>I have fast recognition of 3 objects without having to count them individually, (subitising)</p> <p>I can recite numbers past 5.</p> <p>I say one number for each item in order, 1,2,3,4,5.</p> <p>I can compare quantities using language, 'more than', 'fewer than'.</p> <p>I can describe a sequence of events, real or fictional, using words such as 'first', 'then'.</p>	<p>I explore collections of materials with similar/different properties.</p> <p>I explore how things work.</p> <p>I show an interest in different occupations.</p> <p>I can plant seeds and care for growing plants.</p> <p>I explore and talk about forces they can feel.</p> <p>I can talk about the differences between materials and changes I notice.</p> <p>I have positive attitudes about the differences between people.</p> <p>I can talk about the differences in countries in the world.</p>	<p>I have ideas about what to make with materials.</p> <p>I use objects in pretend play to represent something else.</p> <p>I can sing the melodic shape of familiar songs.</p> <p>I play instruments to express my feelings and ideas.</p> <p>I can use tape to join materials.</p>



Little Learners (age 3-4) Summer Term

Personal, Social, Emotional Development Self-Regulation Managing Self Building Relationships	Communication & Language Listening, Attention & Understanding Speaking	Physical Development Gross Motor Skills Fine Motor Skills	Literacy Comprehension Word Reading Writing	Maths Number Number patterns	Understanding The World Past and Present The Natural World People, Culture and communities	Expressive Art & Design Creating with Materials Being Imaginative
<p>I can select and use activities and resources, independently.</p> <p>I know that I am part of the school community.</p> <p>I play with one or more other children, extending and elaborating our play ideas.</p> <p>I can talk with others to solve conflicts.</p> <p>I understand mostly how others may be feeling.</p> <p>I can make healthy choices about my food, drink, activity and toothbrushing.</p>	<p>I enjoy listening to longer stories and can remember much of what happens.</p> <p>I can pay attention to more than one thing at a time.</p> <p>I understand why questions.</p> <p>I can sing a larger repertoire of songs.</p> <p>I know many rhymes.</p> <p>I can talk about familiar books and be able to tell a long story.</p> <p>I have conversations with an adult or a friend and continue it for many turns.</p>	<p>I can move, balance and ride on the scooters.</p> <p>I can put on my puddle suit and organize my own belongings.</p> <p>I can usually remember sequences and patterns of movements which are related to music and rhythm.</p> <p>I can use my physical skills to complete tasks and activities in Nursery.</p> <p>I can choose the right resources to carry out my own plan.</p>	<p>I know the names of the different parts of a book.</p> <p>I can recognise words with the same initial sound.</p> <p>I join in conversations about stories, learning new vocabulary.</p> <p>I can write some or all of my name.</p> <p>I can write some letters accurately.</p>	<p>I know that the last number reached when counting a small set of objects tells you how many there are in total, (cardinal principle).</p> <p>I can show 'finger numbers' up to 5.</p> <p>I link numerals and amounts: for example, showing the right number of objects to match the numeral up to 5.</p> <p>I can solve real world mathematical problems with numbers up to 5.</p> <p>I can talk about and explore 2D & 3D shapes using informal mathematical language.</p> <p>I understand position through words alone.</p> <p>I can describe a familiar route.</p> <p>I can discuss routes and locations.</p> <p>I can make comparisons between objects relating to size, length, weight and capacity.</p>	<p>I have positive attitudes about the differences between people.</p> <p>I can talk about what I see, using a wide vocabulary.</p> <p>I can make sense of my own life story and family history.</p> <p>I understand the key features of the life cycle of a plant and an animal.</p> <p>I can talk about the differences in places I have been to and seen in photos.</p>	<p>I have ideas and decide which materials to use to express them.</p> <p>I can use string to join materials.</p> <p>I can develop ideas using blocks and construction kits.</p> <p>I can draw with increasing complexity and detail, such as representing a face with detail.</p> <p>I use drawing to represent ideas like movement.</p> <p>I can show different emotions in my drawings and paintings.</p> <p>I can respond to what I have heard, expressing thoughts and feelings.</p> <p>I can sing the pitch of a tone sung by another person.</p> <p>I create my own songs or improvise around a known song.</p>



Reception

Reception children are our 4 and 5 year old children. This is the final year of the EYFS before the children progress to Key Stage 1.

We place learning through play in high regard in Reception and we ensure children are able to continue to access a carefully planned continuous provision to explore, create, learn, share and play. Our pedagogy combines child led play, which is scaffolded by adults and adult directed learning.

Our children are prepared for Key Stage 1 in a developmentally appropriate way and the timetable changes throughout the year. The children have daily adult led learning sessions for Phonics, Mathematics and English.

At Manor Hill, the Phonics programme is Little Wandle and children are taught in a whole class group. All children access group reading three times per week. The children are grouped according to their reading ability to ensure they are able to confidently access and decode the chosen text for their group. This is carried out by a Little Wandle trained specialist and our children leave Reception confident readers, reading at Phase 4.

At Manor Hill we follow the White Rose Maths scheme. It is important to us to understand the concept of number and composition of each number as well as having counting skills and recognising numbers and shapes. We focus on the children having a deep understanding of number to support them in continuing into Key Stage 1.

Our aim for our Reception children is for each child to progress to Key Stage 1 being prepared by having achieved the Good Level of Development in the Early Years.



Progression of learning Reception

Morning Activities

Autumn 1

Children will take part in a chatty café, exploring books and a self-register.

Autumn 2

Children will engage in fine motor activities, including pencil control, threading, bead stringing, building with blocks, using tweezers to pick up small objects and coloring within lines.

Spring 1

Carousel of 4 application of learning activities

Activity 1, children will practise letter formation.

Activity 2, will be exploring numbers 6,7,8, 9 and 10.

Activity 3, will involve sculpting using play dough.

Activity 4, children will read CVC words.

Spring 2

Carousel of 4 application of learning activities

Activity 1, children will write a caption dictated to them based on a picture.

Activity 2 will be exploring shape.

Activity 3 will involve scissor skills.

Activity 4, children will sound out and read captions of phase 3 words.

Summer 1

Carousel of 4 application of learning activities

Activity 1, children will write a simple sentence with support from a widget.

Activity 2 will explore numbers to 20.

Activity 3, children will practise their cutting skills with scissors.

Activity 4, children will read and write tricky words

Summer 2

Carousel of 4 application of learning activities

Activity 1, children will generate a sentence based around a picture.

Activity 2 will complete activities around sharing and how many more?

Activity 3 practise their number formation.

Activity 4, children will sounds out and read captions of phase 4 words.



Progression of learning Reception

Phonics- Little Wandle

Autumn 1

Phase 2 Graphemes taught-
s,a,t,p,i,n,m,d,g,o,c,k,c
k,e,u,r,h,b,f,l,

New tricky words taught- is, I, the

Use whiteboards at tables in the lesson with a focus on letter formation focus

Autumn 2

Phase 2 Graphemes taught-
ff, ll, ss, j, v, w, x, y, z,
zz, qu, sh, th, bg, nk.

Words with /s/ added at the end.

New tricky words taught- as, and, has, his, her, she, he, of, we, me, be

Use whiteboards at tables in the lesson children write one cvc word.

Spring 1

Phase 3 Graphemes taught-
ai, ee, igh, oa, oo, ar,
or, ur, ow, oi, ear, air,
er

Words with double letters dd, mm, tt, bb, rr, gg, pp, ff

New tricky words taught- was, you, they, my, by, all, are, sure, pure

Use books within the lesson, children write 2 phase 3 words and 1 tricky word., teacher leave model on the board.

Spring 2

Review Phase 3 sounds

Words with two or more diagraphs, words ending in 'ing' and words ending with -s and -es.

Review all tricky words taught so far secure spelling.

Use books within the lesson, children write 2 phase 3 words and 1 tricky word. Children write from memory. Write a dictated sentence once a week with the support of a widget.

Summer 1

Phase 4- Longer words CVCC, CVCC, CCVC, CCVCC, CCCVC, CCCVCC, compound words and words ending in -ing, -ed, -est.

New tricky words taught- said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today.

Use books within the lesson, teacher models than children write from memory 2 phase 4 words and 1 tricky word. From memory, dictation of a sentence 1x a week.

Summer 2

Phase 4- long vowel sounds and words ending in -s, -es, ing, ed.

Review all tricky words taught so far secure spelling.

Use whiteboards at tables in the lesson with a focus on letter formation focus.

Use books within the lesson, teacher dictates 2 phase 4 words and 1 tricky word. From memory, dictation of a sentence 1x a week.



Progression of learning Reception

Literacy

Autumn 1

Model retelling the characters and setting of a story with a story map.

'Once upon a time was/ were... who lived...'

Children begin to draw characters and write the initial sounds of words on a whiteboard and to contribute to the story map.

Autumn 2

Children to retell the characters and setting of a story using modelled vocabulary and story map.

Children support teacher to generating their own stories together as a class.

Children begin to write CVC words on a whiteboard that are included in their stories.

Spring 1

Model retelling the beginning, middle and end with a story mountain.
'One day, First, Next, Then, Finally'.

English books are introduced and children will write a weekly caption in their book that is dictated by the teacher. This is delivered to the whole class at the same time.

Spring 2

Children retelling the beginning, middle and end with a story mountain.
'One day, First, Next, Then, Finally'.

Children are introduced to the 'thinking side and 'writing side approach' used throughout the school. Children will discuss three words, explore a talk for writing sentence and then innovate this sentence by changing one word.

Summer 1

Children to use modelled vocabulary to retell and develop their own story maps.

Children continue with the 'thinking side and 'writing side approach'. Children will again discuss three words, explore a talk for writing sentence and then innovate this sentence by changing more than one word. Children will more write more than one innovated sentence.

Summer 2

Children continue to retell stories using story map and begin to innovate sections e.g. different character, setting, or part of the story.

Children continue with the 'thinking side and 'writing side approach'. Children will again discuss three words, explore a talk for writing sentence and then generate their own sentences based around a picture.



Progression of learning Reception

Mathematics

Autumn 1

Whole class input daily.

Children will be introduced to number to 3, circles and triangles.

A teacher led activity will follow within provision daily.

The KIRF focus is saying number names to 5.

Autumn 2

Whole class input daily.

Children will be introduced to number to 5 and shapes with 4 sides. Children will take part in a whole class activity daily.

The KIRF focus is subitise quantities to 5.

Spring 1

Whole class input daily.

Children will be introduced to number to 8, mass and capacity.

Children will take part in a small group activity daily.

The KIRF focus is saying number bonds to 5.

Spring 2

Whole class input daily.

Children will be introduced to number to 10, length, height, time and explore 3D shapes.

Children will take part in a small group activity daily.

The KIRF focus is saying numbers in order to 10.

Summer 1

Whole class input daily.

Children will be introduced to number to beyond 20 and how many more?

Children will take part in a small group activity daily. Books will be introduced once per week and number formations will be the focus. This will be delivery whole class.

The KIRF focus is say one more or less to 10.

Summer 2

Whole class input daily.

Children will be introduced to sharing and grouping, visualise, build and map and make connections.

Children will take part in a small group activity daily. Children will complete one activity in there book per week. This will be delivery whole class.

The KIRF focus is counting in 10s.



Progression of learning Reception

Provision

We place learning through play in high regard and we ensure children are able to explore, create, learn, share and play.

Autumn

Reception provision emphasises establishing rules and routines which are extensively modelled and scaffolded.

The provision is enriched by following the children's interests.

All 7 areas of the Early Years curriculum are integrated into the provision.

Children receive a hybrid approach, which combines child led play with adult directed learning. Additionally, throughout the term, activities are thoughtfully suggested to the children to capture their interests and enhance their engagement in learning.

Spring

Reception provision continues to be enhanced by incorporating children's interests and what is happening in the world around them and within the curriculum.

All 7 areas of the Early Years curriculum continue to be integrated into the provision. Six activities are thoughtfully planned each week to further enhance the children's learning and to actively engage them in their education journey.

Summer

Provision continues to capture the children's interests and follow current events. All seven areas of the Early Years curriculum remain present and six activities are thoughtfully planned each week to continue to challenge the children.

As we prepare the children for Year 1, provision time gradually becomes shorter and here is an increased focus on whole-class activities to support their transition.

Interventions

Throughout the year, children will have access to 'keep up' interventions tailored to their needs. Teachers will continuously assess the children's progress and provide targeted support as necessary to ensure each child stays on track. The following interventions are offered.

- 1:1 reading
- Little Wandle keep up (GPC, tricky words and blending)
- Turn taking and friendships
- Fine motor activities
- Gross motor squiggle
- Letter formation
- Maths- composition of a number, bonds to 5, fluency to 5, fluency to 10.
- Scissor skills

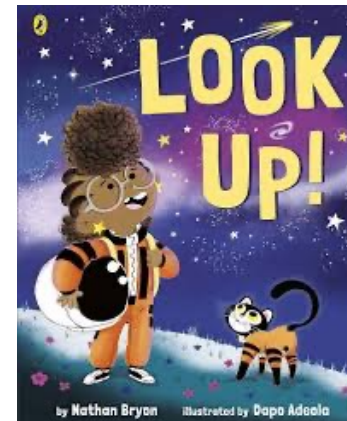
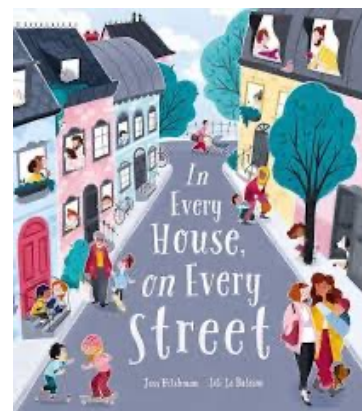
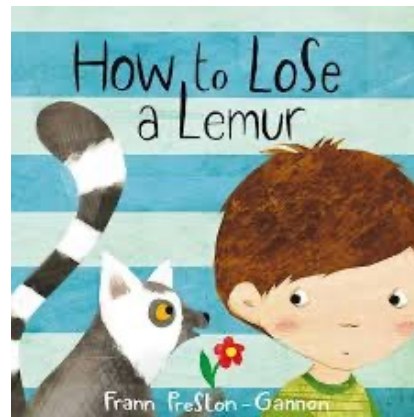
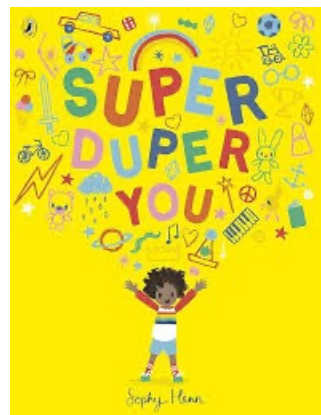
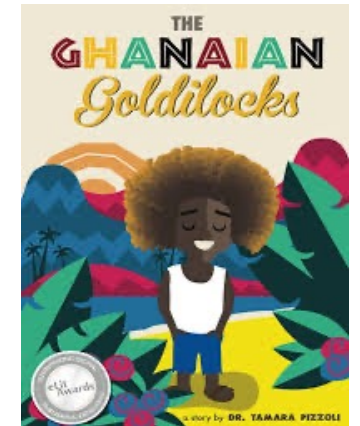
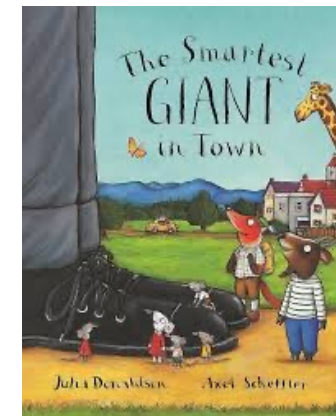
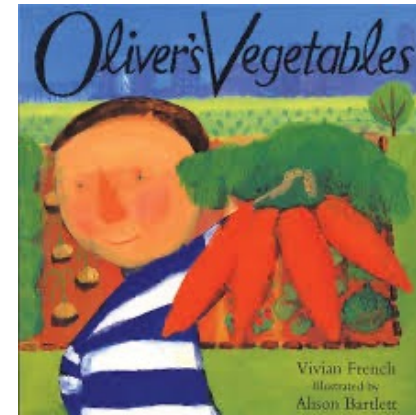
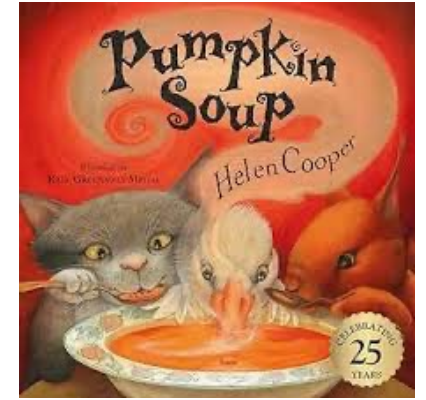
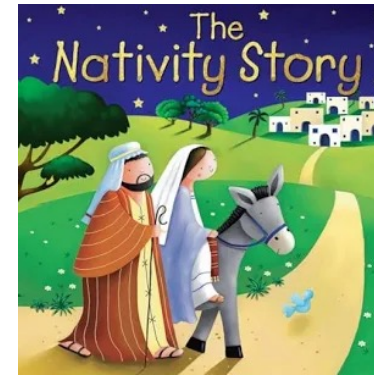
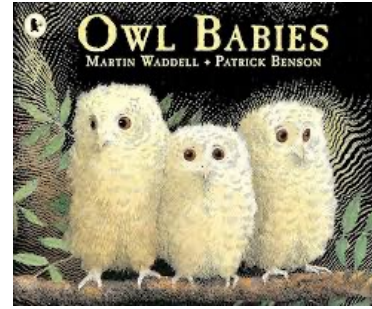
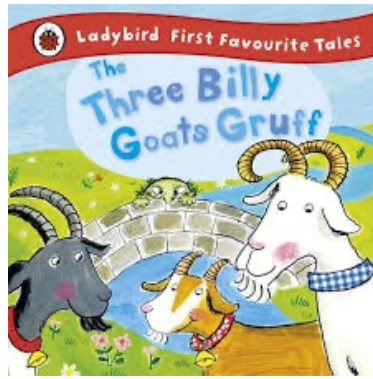


Reception Concept Map

Concepts	September	October	November	December	January	February	March	April	May	June	July	August
Seasons	Autumn Days get shorter- clocks go back			Winter Days are shorter- shortest day			Spring Days get longer- clocks go forward			Summer Days are longer- longest day		
Weather	Sunny, rainy, windy, cold, cloudy, stormy			Cold, colder snow, frost, ice			Cold mornings, warmer days, sunny, rainy, cloudy, hail			Sunny, hot, hotter, rainy, cloudy, rainbow		
Celebrations	Back to school	Harvest Halloween Yom Kippur	Diwali Bonfire Night	Christmas	New Year Chinese New Year	Valentines Day	Ramadan Shrove Tuesday Mothers Day	Easter Eid	Weddings - multi faiths	Fathers Day		
Ourselves and Our families	New class Everywhere bear Seesaw news	Family portraits	Family occupations Forest school workshop	Nativity	Dentist People who help us		Growth/ self care/ babies			Workshop for Fathers day	Transition	
Plants	Recognise plants in environment Harvest →	What do plants need to grow Make food from vegetables harvested			Plants begin to grow- snowdrops	Planting and nurturing seeds to grow			Notice changes- plants flower and	Water and track changes in plants (sunflowers/beans)		
Trees	Naming trees in school Note changes						Describe and classify- name and describe					
Animals	Caring for pets		Nocturnal animals	Hibernating animals		Cold Country animals	Animals from around the world					
Insects	Insects in the garden/forest school			Fewer insects to see- why			Habitats- create and observe			Name and classify		
Experiences Community	My school community	Visit allotment and bakery	Hoglets		Library	Recycling visit	Supermarket	Balance and Beam	Peak Wildlife	Sports Day Picnic	Canal and Park	



Reception texts to explore





Reception Autumn Term

Personal, Social, Emotional Development Self-Regulation Managing Self Building Relationships	Communication & Language Listening, Attention & Understanding Speaking	Physical Development Gross Motor Skills Fine Motor Skills	Literacy Comprehension Word Reading Writing	Maths Number Number patterns	Understanding The World Past and Present The Natural World People, Culture and communities	Expressive Art & Design Creating with Materials Being Imaginative
<p>I know what the school rules are.</p> <p>I can follow the classroom rules.</p> <p>I know how to fasten the zip on my coat.</p> <p>I know about different feelings.</p> <p>I know how to share and wait for my turn.</p> <p>I know that taking turns makes play fair.</p> <p>I know how to play alongside my friends.</p> <p>I know how to speak kindly to others.</p> <p>I can dress myself, with a little help.</p> <p>I can use the toilet and wash my hands independently.</p>	<p>I know how to focus my attention and can do so for a short period of time.</p> <p>I know how to respond to my teacher and friends by listening to their questions.</p> <p>I talk in longer sentences.</p> <p>I use sentences to describe what I am doing or thinking.</p> <p>I learn new vocabulary and repeat this often in my play.</p> <p>I know how to begin a story using repeated refrains 'once upon a time' 'early one morning' 'one day'.</p> <p>I enjoy a wide range of texts.</p>	<p>I know how to line up and stand one behind the other.</p> <p>I know how to follow the person in front of me in a line.</p> <p>I know how to pick up my pencil and hold it using three fingers.</p> <p>I know how to make anti-clockwise movements.</p> <p>I know how to move my pencil to form letters.</p> <p>I know the formation rhymes for each letter of the alphabet.</p> <p>I know how to hold my scissors correctly to cut along a line.</p> <p>I know how to move my body safely.</p> <p>I know how to change direction.</p>	<p>I know what sound each letter of the alphabet makes.</p> <p>I know what each letter looks like and have good grapheme to phoneme correspondence.</p> <p>I know how to listen carefully to sounds.</p> <p>I know the initial sounds for most words.</p> <p>I can blend sounds together to hear a word.</p> <p>I can segment a word and hear the individual sounds.</p> <p>I know how to find answers in a book when asked simple retrieval questions.</p> <p>I know which parts of phase 2 tricky words are tricky and this helps me to read them.</p>	<p>I know the final number I count tells me how many are in a set.</p> <p>I know how to rote count to 5.</p> <p>I know what an AB pattern is.</p> <p>I know how to look at objects and recall how many there are without counting up to 5.</p> <p>I know how to check a group has more/less (by subitising or counting).</p> <p>I know how to put things into the correct order, starting with what you do first.</p>	<p>I know what a celebration is.</p> <p>I know why and how Christians celebrate harvest.</p> <p>I know why and how Jewish people celebrate Rosh Hashana and Yom Kippur.</p> <p>I know why and how Hindu's celebrate Diwali.</p> <p>I know why and how Christians celebrate Christmas.</p> <p>I know how I celebrate Halloween and Bonfire Night</p> <p>I know what happens in Autumn and Winter in my environment and wider environment.</p> <p>I know about the allotment and bakery in my community.</p>	<p>I know how to join materials together.</p> <p>I know how to roll and mould dough and clay into a shape, I know how to use tools to make marks in the clay and dough.</p> <p>I know what 'pulse' means in relation to music.</p> <p>I know how to tap along with my teacher to the pulse of a song.</p> <p>I know a variety of nursery rhymes and can repeat these.</p> <p>I know about the Christmas story and the role I am playing.</p> <p>I know how to say my line clearly.</p> <p>I learn songs relating to the Christmas nativity.</p>



Reception Spring Term

Personal, Social, Emotional Development Self-Regulation Managing Self Building Relationships	Communication & Language Listening, Attention & Understanding Speaking	Physical Development Gross Motor Skills Fine Motor Skills	Literacy Comprehension Word Reading Writing	Maths Number Number patterns	Understanding The World Past and Present The Natural World People, Culture and communities	Expressive Art & Design Creating with Materials Being Imaginative
<p>I know why rules are important and how they keep us safe.</p> <p>I know how to complete an activity by watching my teacher first and then practising it myself.</p> <p>I know that it is okay to make mistakes.</p> <p>I know that I will get better at things if I keep on trying.</p> <p>I know how to listen carefully to instructions and follow what has been asked.</p> <p>I know which foods are good for my body and how they keep me healthy.</p> <p>I know that brushing my teeth is important and how to do this.</p>	<p>When I talk to my teacher or friend, I know how to listen attentively and respond appropriately to keep the conversation going.</p> <p>I know how to ask a question using who, what, why, when and how.</p> <p>I know I need to listen carefully to questions and respond appropriately.</p> <p>I learn new vocabulary and repeat this often in my play.</p> <p>I know how to retell the beginning, middle and end of a story using repeated refrains, 'first', 'next', 'then', 'finally'.</p>	<p>I know to pick up my pencil and hold it using three fingers.</p> <p>I know how to correctly form my letters and I am beginning to develop a fluent handwriting style.</p> <p>I know how to hold my scissors correctly and can cut out shapes.</p> <p>I know that I need to change direction or move to the side to avoid obstacles when I am moving.</p> <p>I know to move my pencil to draw recognisable objects, I take care when I am drawing.</p>	<p>I know how to use my phonic knowledge to say each sound and blend them together.</p> <p>I know how to use my phonic knowledge to segment a word and hear the individual sounds.</p> <p>I know what a digraph is (two letters making one sound).</p> <p>I know what a trigraph is (three letters making one sound).</p> <p>I know how to use the LW phrases to help remind me of the phoneme.</p> <p>I know that a sentence is a group of words that makes complete sense and ends with a full stop.</p> <p>I know how to write a sentence with finger spaces.</p> <p>Using my understanding of the book I have read or listened to, I can make prediction or anticipate what might happen next or after the story ends.</p>	<p>I know how to match numerals to quantities; I do this by counting or subitising (up to 10).</p> <p>I know the composition of number 5 including addition and subtraction facts.</p> <p>I know the composition of numbers to 10.</p> <p>I know that addition means putting two or more numbers together.</p> <p>I know how to add numbers within 10 by counting or subitising.</p> <p>I know what an ABB and AAB pattern is.</p> <p>I know how to describe shapes using vocabulary such as 'straight line' 'curved line' 'corners'.</p> <p>I know if something is long or short, tall or short, heavy or light, full or empty.</p> <p>I know if something is long or short, tall or short, heavy or light.</p>	<p>I know how my family celebrate the New Year.</p> <p>I know how Chinese New Year is celebrated.</p> <p>I know how my family celebrate Valentines Day.</p> <p>I know how and why Muslims celebrate Ramadan.</p> <p>I know how and why Christians celebrate Shrove Tuesday (Pancake Day).</p> <p>I know how my family celebrate Mother's Day.</p> <p>I know how and why Christians and my family celebrate Easter.</p> <p>I know how and why Muslims what happens in Spring in my environment and the wider environment.</p> <p>I know that some things happened in the past and I can use vocabulary relating to this.</p> <p>I know what a map does – it shows you where things are.</p>	<p>I know how to join materials together</p> <p>I know that to make a toy move I need to push or spin it.</p> <p>I know which colours objects should be and I select these when colouring or drawing.</p> <p>When I listen to a piece of music, I know if it makes me happy, sad or excited by listening to the rhythm and instruments.</p> <p>I know the processes I have used to make something.</p> <p>I know how to show someone else what I have done by watching my teacher show me how things are done.</p> <p>I know how to describe my creations by listening to my teacher describe theirs</p>



Reception Summer Term

Personal, Social, Emotional Development Self-Regulation Managing Self Building Relationships	Communication & Language Listening, Attention & Understanding Speaking	Physical Development Gross Motor Skills Fine Motor Skills	Literacy Comprehension Word Reading Writing	Maths Number Number patterns	Understanding The World Past and Present The Natural World People, Culture and communities	Expressive Art & Design Creating with Materials Being Imaginative
<p>I am able to keep on trying with an activity.</p> <p>I know how and when to ask for help.</p> <p>I complete challenges within the provision.</p> <p>I know how to manage my own feelings.</p> <p>I understand how others feel.</p> <p>I know how to talk to my friends and solve problems together.</p> <p>I listen to instructions carefully, especially those with several actions - I carry out the instructions when asked.</p>	<p>I know how to listen to my friends and teacher, even when I am engaged in an activity.</p> <p>I respond appropriately and answer/ask questions to engage in conversations.</p> <p>I learn new vocabulary and repeat this often in my play.</p> <p>I use new and familiar vocabulary to express my ideas, thoughts and feelings – sometimes this is modelled to me.</p> <p>When engaging in conversations, I know which tense to use, for example, using the past tense to describe what I have done.</p> <p>I use new and familiar vocabulary to explain processes and offer an explanation of why things might happen.</p> <p>I use my knowledge of retelling familiar stories to create my own stories.</p> <p>I use modelled vocabulary to create my own stories which have a beginning, middle and end.</p>	<p>I know how to combine my movements fluently and use my strength and balance to my advantage.</p> <p>I know how to negotiate space and obstacles safely in small and large areas, being considerate of myself and others.</p> <p>I know how to form all my letters and I have developed a handwriting style that is fast, accurate and efficient.</p> <p>I know how to hold scissors correctly and how to manipulate the paper to cut out different shapes.</p> <p>I know how to effectively use other small tools for a purpose, for example, using a knife to cut, use tweezers to pick up small objects.</p>	<p>I know that a sentence is a group of words that makes complete sense and ends with a full stop.</p> <p>I know how to write a sentence with finger spaces.</p> <p>I know when to use my phonic knowledge to blend unfamiliar words.</p> <p>I read words I know automatically.</p> <p>I read back a full sentence after blending to ensure I understand it.</p> <p>I use my knowledge of phase 2 and 3 phonemes to help me read cvcc and ccvc words.</p> <p>I listen carefully to the consonant blends to blend and segment cvcc and ccvc words.</p> <p>Using my understanding of books I have read or listened to, I can retell the stories or events within my play.</p> <p>I use new or previously learnt vocabulary to act out and retell stories or events.</p>	<p>I know the order of numbers up to 20.</p> <p>I use my knowledge of the number system to count beyond 20.</p> <p>I know which two numbers add together to make 10 I understand the composition of numbers to 10.</p> <p>I know the composition of number 5 without any support and can quickly recall these number facts including addition and subtraction.</p> <p>I know what makes a number odd or even.</p> <p>I know which numbers are odd or even up to 10 and can use this knowledge when thinking about numbers beyond 10.</p> <p>I understand what 'double' means – two lots of something.</p> <p>I know how to add two numbers together – I can add two of the same numbers together and this is doubling.</p> <p>I know if something is long or short, tall or short, heavy or light, full or empty – I use objects to count how long or tall or full something is.</p>	<p>I know what happens at different weddings</p> <p>I know how my family celebrates Father's Day.</p> <p>I know what happens in the Summer in my environment and the wider environment.</p> <p>I know how to care of our environment.</p> <p>I understand why it is important to look after where we live.</p> <p>I know ways in which we can help other environments (not just where we live).</p> <p>I know what the symbols on a map represent.</p> <p>I know how to draw symbols to create my own map.</p> <p>I know that I was once a baby. I know that babies change a lot and I can talk about ways in which I have changed.</p>	<p>I know which tools and materials will be appropriate to use for a craft I want to make.</p> <p>I use my knowledge of joining materials to create my designs.</p> <p>I know that an artist creates paintings, drawings and/or sculptures.</p> <p>I know the name of an artist through listening to what has been read to me.</p> <p>I use my knowledge of stories to retell them using props such as masks, puppets or objects.</p> <p>I retell stories within my play with my friends or with my teacher.</p> <p>I use new and previously taught vocabulary when retelling familiar stories.</p> <p>I use my knowledge of story structures and refrains to retell or create my own narratives.</p>



Forest School

At Manor Hill our Forest School site is situated in the school grounds. All children in Early Years participate in Forest School every Friday. The natural environment provides a wealth of opportunities to expand children's learning through multi-sensory, exploration, experimentation and adult supervised play. Forest School is supervised by a trained Forest School leader who encouraged the children to explore the all aspects of the natural world.

Bright Beginners and Early Explorers

Autumn

Introduce the rules and boundaries. Promoting exploration.
Travel safely around the Forest School area
Know not to pick or eat anything
Know the season and a word to describe the temperature
Observe change

Spring

Know the season and a word to describe the temperature
Observe tree in Forest School have no leaves
Go on a nature walk through the forest
Find a mini beast
Shelter under a den

Summer

Know the season and a word to describe the temperature
Observe growth of new leaves.
Bird watching
First camp fire

Little Learners

Autumn

Introduce the rules and boundaries.
Promoting of independent learning opportunities and skill
Show awareness of risk- brambles/ nettles/ water/ mud slide
Notice the leaves changing colour
Bulb planting
Cook outside

Spring

Name some of the trees in Forest School
Notice many tree in Forest School have no leaves
Water and care for plants
Nature treasure hunt
Help build a shelter
Great British Bird Watch
Cook outside

Summer

Observe butterflies in Forest School and learn about the life cycle of a butterfly
Notice difference in leaf shape
Carry sticks carefully
Cook outside
Build a shelter
Introduce to basic knots.

Reception

Autumn

Identify where the boundaries are.
Recognise plants in the environment
Name trees on the school grounds
Insect hunt.
Carry sticks carefully
Build a den
Cook outside
Learn a basic knot

Spring

Planting and nurturing seeds.
Observe and build habitats
Make a daisy chain
Den building
Make your own nature crowns
Use a variety of materials to make their own shelter including using the tripod method.
Cook outside
Use a mallet safely to hit a tent peg into the ground.

Summer

Name and classify trees
The children are set challenges or problems to solve at the start of the session. Some challenges can be 1:1 with an adult if using woodwork tools or it can involve a team of children solving a problem
Cook outside
Tools- trowel and forks for planting