





<p><b>Communication and Language</b></p> 	<p><b>How this is achieved:</b>  Drawing club technique used for whole class sessions to explore vocabulary, share stories and respond to these using drawing and writing. This has been shown to improve engagement with writing, promote a wider grasp of vocabulary and encourage a joy of writing.  Story time daily using quality texts to encourage a love of reading and widen experiences. Daily class vote for end of day story, plus topic related stories, PSED and diversity focus stories and book club story.  Poetry basket daily. Poem of the week performance recorded and uploaded onto tapestry for parents.  Daily singing plus singing assembly and discreet Charanga music lesson.  Use of 'talk partners' used in all lessons and answers encouraged to be given in full sentences.  Role play - home corner with enhancements linked to time of year or topic, phones, computer keyboards, clipboards and writing opportunities, plus topic related role play where appropriate.  Social communication intervention group.  Speech and language interventions where identified need.  Intentional vocabulary linked to texts and topic listed on planning and used throughout the week.</p>
<p><b>Personal, Social and Emotional Development</b></p> 	<p><b>How this is achieved:</b>  Children develop their personal, social and emotional skills throughout the year through carefully planned and child initiated independent play, with effective support from adults to develop cooperation, understanding and shared experiences.</p> <p>Jigsaw scheme followed for weekly PSHE lesson, alongside carefully chosen books with a PSED focus.  Zones of regulation and colour monster used to explore emotions.  Carefully chosen texts during daily story time with a PSED focus, including rich texts that support diversity.  Games that require taking turns/sharing, with adult guidance and modelling in groups.  Promoting independence - Getting changed for PE, holding doors, looking after belongings, handing out equipment, choosing own learning.  Praising the effort not the product with verbal feedback and use of reward points.  Parental engagement with Tapestry to share achievements at home and school.  Conversations encouraged and modelled during snack time, manners modelled and social skills developed.  Interoception activities to develop self-awareness and regulation.  *Additional Social Skills intervention group weekly for children identified as in need of extra support.</p>
<p><b>Physical Development</b></p> 	<p><b>How this is achieved:</b>  Children improve their gross and fine motor skills daily by engaging in activities throughout provision.</p> <p>Twice weekly PE session, 1 using Real PE, one gymnastics or games based.  Regular outdoor learning sessions, on the school field for the first half term and at the Wild Woods from that point onwards.  Walking to and from the Wild Woods regularly.  Regular use of gross motor equipment in field - climbing and balancing equipment, bikes, trikes and scooters.  Balancing equipment in outdoor area.  Dough disco, Pen disco, Get Squiggling.  Fine motor activities always in provision - eg peg boards, threading, weaving, cutting with intervention as a needs based approach after monitoring.  Playdough table and malleables always available.  Craft/Junk modelling area available - cutting and joining skills - with a variety of scissors and mark making tools.  Large mark making wall for upright large-scale mark making (chalk board and large whiteboards).  Mark making equipment throughout provision, plus specific writing/mark making area to encourage drawing and writing.  Construction area inside plus larger scale outdoor construction.  Specifically targeted resources to strengthen hand muscles and motor control, eg squirty bottles, spades, scoops, die cutters, hole punches.  Sand pit and water area including a variety of equipment involving pouring, scooping, lifting, sieving etc.</p> <p>*Motor skills intervention group where needed.  *Handwriting intervention group where needed.  *Daily handwriting and name writing practice for those identified as in need of support.</p>

<p><b>Literacy</b></p> 	<p><b>How this is achieved:</b>  Drawing club technique used for group work sessions to explore vocabulary, share stories and respond to these using drawing and writing. This has been shown to improve engagement with writing, promote a wider grasp of vocabulary and encourage a joy of writing. Encourages pencil control, looking in detail, describing, adding words, captions and sentences.  RWI phonics daily with children accessing appropriate level groups after 6 weekly assessments.  Weekly tapestry RWI posts detailing coverage for the week or videos to reinforce at home. 'Red Word' bookmarks sent home as incentive to learn tricky words with the appropriate level book.  RWI guided reading on a 3 day timetable using ditties or RWI storybook.  Corresponding home reading books (RWI) linked closely to phonic level and teaching sent home.  Half termly tapestry recording of child's reading to monitor progress in fluency.  All children writing words daily, with those on ditties onwards writing words and a sentence daily.  Get Writing Books for all children on Green or above.  Quality, carefully chosen books used daily making links to all areas of the curriculum, eg PSED, Maths, UTW, EAD, Literacy.  Daily Story time daily using quality texts, voted for by children throughout the day to encourage 'buy in'.  Bedtime Book sent home weekly.  Fine motor equipment constantly available in continuous provision, plus weekly planned fine motor challenge.  Playdough table and malleables always available.  Reading area including good quality texts, regularly rotated, non-fiction texts and magazines included continually but also topic focused texts out when relevant.  Books in all areas of provision, eg construction area, painting, maths, small world.  Poetry basket daily. Poem of the week recorded and uploaded onto tapestry for parents.  Role play - home corner including phones, diaries, enhancements linked to time of year or topic, clipboards and writing opportunities, plus topic related role play where appropriate.  Clipboards, whiteboards and writing opportunities in all areas of provision plus specific drawing/writing area with interesting items such as envelopes, notepads, sticky notes.  Large mark making board - wall chalkboard, large whiteboards  Dough Disco and Pen Disco for every child at the start of the year, moving to interventions for those who need it only.  Termly RWI assessments identifying those below expectations as well as those who have not made the expected progress from assessment to assessment.  RWI intervention 1:1 daily for bottom 20%. Additional 1:1 or small group phonics interventions at least 3 times a week for any additional children not making expected progress.  Colourful Semantics to support children with forming sentences where needed.  Fine motor interventions - fine motor challenges, dough disco, squiggle, drawing club etc.</p>
<p><b>Mathematics</b></p> 	<p><b>How this is achieved:</b>  Daily White Rose maths input.  Follow-on adult led group activities three times a week.  Tapestry observations of maths to encourage parents to reinforce skills at home.  Quality texts with maths links - Suggested Reading List White Rose Maths.  Numberblocks episodes plotted on planning, linking to White Rose focus.  Maths resources freely available. Maths area full of resources to explore plus additional maths resources in all areas of classroom and outdoor area.  Weekly independent activity/challenge.  Board games and jigsaws in provision.  Tinkering table - Loose Parts  Water and sand play - resources to support skills development (containers, funnels, measuring jugs etc).  Water/mud kitchen with spoons and scoops of different sizes, weighing equipment, containers and measuring jugs.  Free access to weighing scales inside and out.  Indoor and outdoor Construction area.  Daily calendar during register - subitising work, yesterday, tomorrow.  Daily number of the day during register time - tens frame, numicon, part whole model, number bonds, 1 more and 1 less.  Daily nursery rhyme and singing time - number songs.  Maths catchup 1:1 and small group interventions when children are identified as not making expected progress after quality teaching. This is based on a gap analysis after regular assessment and daily AFL.</p>
<p><b>Understanding the World</b></p> 	<p><b>How this is achieved:</b>  Children have countless opportunities within provision to explore the world and ignite their curiosity, encouraging the asking of how, what, why and when questions. Carefully planned weekly topics ensure a broad and balanced curriculum is achieved, focusing on the knowledge and skills necessary for Understanding the World and future learning in KS1. Tapestry posts weekly to demonstrate learning for the week and encourage parents to discuss at home and reinforce or deepen knowledge. Parental engagement with Tapestry supports this. Trips into the local community support our learning. Eg- church visits, walks around Helmdon, post a letter, wild woods.   Weekly Nature Study/Outdoor Learning with an explicit UTW focus.  Regular visits to the Wild Wood.  Regular Cookery sessions - fine motor, DT and UTW - changing states, dissolving, solid, liquid,  Non fiction texts and pictures in provision</p>

	<p>Time, discussion of seasons, weather, old and new, differences, sequencing events and stories, discussing their lives, birthdays, growing up, Daily calendar - talking about the day, week or month before, Past-present-future regularly discussed and incorporated into topics. Display on wall. Exploring traditional tales and storytelling Singing of 'Hello to all the children of the world,' including saying hello in multiple languages. Construction area including images of buildings from around the world, globes and maps in provision, map work to locate countries, orientation around the classroom, tidy up time focussing on where things belong, use of positional language. Map work - draw maps based on stories, the school, walk to school Quality stories from different cultures - eg Ghanian Goldilocks, The Runaway Chapati, The Magic Paintbrush, Handa's Surprise and Handa's Noisy Night, Water and sand trays Ramps, shapes, cars Exploration area in provision. Looking after plants in the classroom.</p> <p><b>Topic Links:</b>  <b>Super Me-</b> Starting school - maps of our school, following our map, getting to know our building, my immediate environment, how I have changed, how my parents and grandparents have changed, visit from grandparents, My body  <b>Let's Celebrate</b> - story mapping, introducing world map (North Pole), Jolly Postman - mapping, homes now and in the past, Christmas now and in the past, familiar tales (sequencing)  <b>Amazing Animals</b> - Animals around the world including the Arctic and Africa, Young and old, hibernation (passing of time), nocturnal animals,  <b>Ticket to Ride-</b> Where do I live? Where is London? Mapping skills, Journey around the world - comparing Kenya with UK landmarks, travel, food, language, Helmdon, London, physical Geography, China day for Chinese New Year, History of vehicles, vehicles  <b>Come Outside topic</b> - Caring for our Environment, Fruits and Vegetables from around the world (Handa's Surprise), plants growing and changing, sequencing, time lapse videos, life cycles of a caterpillar (aging and passing of time), minibeasts  <b>Hidden Worlds</b> - Recognition and history of dinosaurs, fossils, Mythical Creatures, Under the Sea, Sea Creatures, history of Space travel, Space,  <b>Significant people introduced:</b>  Sir David Attenborough  Karl Benz  Amelia Earhart  Neil Armstrong  Valentina Tereshkova - first woman in space  Mary Anning  Floella Benjamin</p>
<p>Expressive Arts and Design</p> 	<p><b>How this is achieved:</b>  Regular Cookery session.  Weekly EAD focus teaching skills and techniques, using equipment which is then available in provision.  Tinkering Table - loose parts.  Junk Modelling table and creative area.  Variety of scissors available to match skills.  Playdough area.  Construction area.  Drawing/writing table with a variety of pencils, colouring equipment and paper freely available.  Painting table with self-serve resources. Art table with pastels, chalks, art pencils.  Art inspiration books in provision.  Large mark making board - chalkboard, whiteboard, easels  Kapow Music session weekly. Singing Assembly. Singing time daily plus songs incorporated into inputs (nursery rhymes, maths songs).  Poetry Basket to develop vocabulary and encourage performing in front of an audience.  <b>Specific artists covered:</b>  Van Gogh  Mondrian  Kandinsky  Monet  Rosemary Karuga  Andy Goldsworthy</p>