

	<p>running, jumping, lifting and kicking</p> <p>PE: BEAM</p> <p>Fine Motor:</p> <ul style="list-style-type: none"> - Daily Clever fingers - Pencil Control - Use of small and large equipment - Using scissors, paintbrushes and cutlery - Accuracy and care whilst drawing 	<p>running, jumping, lifting and kicking</p> <p>PE: BEAM</p> <p>Fine Motor:</p> <ul style="list-style-type: none"> - Daily Clever fingers - Pencil Control - Use of small and large equipment - Using scissors, paintbrushes and cutlery - Accuracy and care whilst drawing 	<p>running, jumping, lifting and kicking</p> <p>PE: Ball Skills</p> <p>Fine Motor:</p> <ul style="list-style-type: none"> - Daily Clever fingers - Pencil Control - Use of small and large equipment - Using scissors, paintbrushes and cutlery - Accuracy and care whilst drawing 	<p>running, jumping, lifting and kicking</p> <p>PE: Dance</p> <p>Fine Motor:</p> <ul style="list-style-type: none"> - Daily Clever fingers - Pencil Control - Use of small and large equipment - Using scissors, paintbrushes and cutlery - Accuracy and care whilst drawing 	<p>running, jumping, lifting and kicking</p> <p>PE: Athletics</p> <p>Fine Motor:</p> <ul style="list-style-type: none"> - Daily Clever fingers - Pencil Control - Use of small and large equipment - Using scissors, paintbrushes and cutlery - Accuracy and care whilst drawing 	<p>running, jumping, lifting and kicking</p> <p>PE: Sports Day Games</p> <p>Fine Motor:</p> <ul style="list-style-type: none"> - Daily Clever fingers - Pencil Control - Use of small and large equipment - Using scissors, paintbrushes and cutlery - Accuracy and care whilst drawing
Communication and Language	<p>Listening, Attention and Understanding:</p> <ul style="list-style-type: none"> - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <p>Speaking:</p> <ul style="list-style-type: none"> - 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. 					
Oracy:	All about me discussions	The Nativity	Police Interview	Easter Performance	Learning 'The Planet' song	Panda Class Bake Off

Phonics	Read Write Inc. Phonics Program: Set 1 Sounds.	Read Write Inc. Phonics Program: Set 1 and 2 Sounds.	Read Write Inc. Phonics Program: Set 1, 2 and 3 Sounds	Read Write Inc. Phonics Program: Set 1, 2 and 3 Sounds	Read Write Inc. Phonics Program: Set 1, 2 and 3 Sounds	Read Write Inc. Phonics Program: Set 1, 2 and 3 Sounds
<p>Literacy</p> <p>Children are provided with a balance of adult and child led literacy opportunities through taught lessons and child initiated play.</p>	<p>Talk for Writing Approach: Questioning Shared writing New vocabulary Story maps Story sequencing Role play</p> <p>Name writing and recognition Mark making Letter formation Introduction to rhyming Lists</p>	<p>Talk for Writing Approach: Questioning Shared writing New vocabulary Story maps Story sequencing Role play Caption writing</p> <p>Name writing and recognition Mark making Letter formation Yellow line writing Individual reading Label writing List writing Family Christmas cards Posting letters to Father Christmas</p>	<p>Talk for Writing Approach: Questioning Shared writing New vocabulary Story maps Story sequencing Role play Caption writing Short sentences</p> <p>Individual reading Comparing nonfiction and fiction books Poetry Yellow line writing Colourful semantics Name writing Label writing List writing</p>	<p>Talk for Writing Approach: Questioning Shared writing New vocabulary Story maps Story sequencing Role play Caption writing Short sentences Writing the beginning of a story</p> <p>Guided reading Fairy tales and traditional stories. Writing sentences Writing lists Writing captions Fairy tale clues hunt Sorry letters Colourful semantics</p>	<p>Talk for Writing Approach: Questioning Shared writing New vocabulary Story maps Story sequencing Role play Caption writing Short sentences Writing a short narrative</p> <p>Guided reading Fiction and nonfiction books about space. Posters, descriptive labels, questions Writing story beginnings and endings Write a simple story</p>	<p>Talk for Writing Approach: Questioning Shared writing New vocabulary Story maps Story sequencing Role play Caption writing Short sentences Writing a narrative</p> <p>Guided reading Sentence and story writing Factual writing Writing a letter to a member of family Retelling stories. Changing story endings Write a letter to the new Panda Class</p>

<p>Mathematics</p> <p>We follow the White Rose Maths Hub scheme of learning. We support this scheme by embedding core knowledge through Numberblocks and Numicon.</p> <p>Children are provided with a balance of adult and child led Maths opportunities through taught lessons and child initiated play.</p>	<p><u>Getting to know:</u></p> <p>Opportunities for settling in, introducing the areas of provision and getting to know the children.</p> <p>Key times of day, class routines</p> <p>Exploring continuous provision inside and out</p> <p>Where do things belong?</p> <p>Positional language</p> <p><u>Just like me:</u></p> <p>Match and sort</p> <p>Compare amounts</p> <p>Compare size, mass and capacity</p> <p><u>It's me 1 2 3:</u></p> <p>Representing 1, 2 and 3</p> <p>Comparing 1, 2 and 3</p> <p>Composition of 1, 2 and 3</p> <p>Circles and triangles</p>	<p><u>Light and dark:</u></p> <p>Representing numbers to 5</p> <p>One more and less</p> <p>Shapes with 4 sides</p> <p>Time</p> <p>Consolidation</p>	<p><u>Alive in 5:</u></p> <p>Introducing zero</p> <p>Comparing numbers to 5</p> <p>Composition of numbers 4 & 5</p> <p>Compare mass</p> <p>Compare capacity</p> <p><u>Growing 6, 7, 8:</u></p> <p>Representing 6, 7 and 8</p> <p>Comparing 6, 7 and 8</p> <p>Composition of 6, 7 and 8</p> <p>Making Pairs</p> <p>Combining two groups</p> <p>Length</p> <p>Height</p> <p>Time</p>	<p><u>Building 9 & 10:</u></p> <p>Representing 9 and 10</p> <p>Comparing 9 and 10</p> <p>Composition of 9 and 10</p> <p>Comparing numbers to 10</p> <p>Number bonds to 10</p> <p>3D Shapes</p> <p>Creating patterns</p> <p>Problem solving with pattern</p> <p>Consolidation</p>	<p><u>To 20 and beyond:</u></p> <p>Building numbers beyond 10</p> <p>Counting patterns beyond 10</p> <p>Spatial reasoning</p> <p>Match, rotate and manipulate</p> <p><u>First Then Now:</u></p> <p>Adding more</p> <p>Taking away</p> <p>Spatial reasoning</p> <p>Compose</p> <p>Decompose</p>	<p><u>Find my pattern:</u></p> <p>Doubling</p> <p>Sharing & Grouping</p> <p>Even and Odd</p> <p>Spatial reasoning</p> <p>Visualise and build</p> <p><u>On the move:</u></p> <p>Deepening understanding</p> <p>Patterns and relationships</p> <p>Spatial reasoning</p> <p>Mapping</p>
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	Positional language					
Understanding the World	<p>Past and Present</p> <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. <p>People and Communities</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. <p>The Natural World</p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 					
Expressive Arts and Design	Creating with Materials					

	<ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories. <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> • 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. 					
Events:	Grandparents Day Lunch with Parents Harvest Festival	Diwali Halloween Bonfire Night Remembrance Day Nativity Practice Christmas New Year	Valentine's Day Chinese New Year	Shrove Tuesday Ash Wednesday Holi St Patricks Day Mother's Day Easter	St George's Day Earth Day	Queen's Birthday Father's Day Transition into Year 1

The EYFS curriculum at Valley Invicta Primary School takes into account young children's aptitude to learn through different forms of activity – in particular play, talk and first-hand experiences. It is organised into seven areas of learning and includes both adult-directed and child-selected activities that best respond to their needs and interests.