An Daras Multi Academy Trust

St Stephens Community Academy

Integrated Curriculum Scheme of Learning - 2015	
Domain of Learning:	*Early Years Foundation Stage*
National Curriculum Subjects:	*Early Years Foundation Stage*
ADMAT EYFS Leader:	*Mrs. A. Elson*
Agreed and Approved:	*September 2015*
Related Documents and Guidance:	Early Years Foundation Stage Handbook 2014 Development Matters 2012 Dimensions Skill Ladders 2014 Non-Negotiable 2014 Early Years Foundation Stage Policy 2015 Early Years Curriculum Statement 2014 Read Write Inc. Phonics Handbook 2011 Read Write Inc. Speed Sounds Lesson Plans 2006

St Stephens Community Academy **Early Years Foundation Stage** *Scheme of Learning – 2015*	
Curriculum Statement	**Early Years Foundation Stage at St Stephens Community Academy 14/15** At St Stephens we believe that education should be engaging and stimulate a child's creativity and imagination whilst giving the child unique opportunities to develop intellectually, emotionally, physically and socially. In the EYFS at St Stephens children learn through play (child initiated learning), first hand, engaging experiences and small group, focus adult led activities. Through play children learn the key 'characteristics of learning' which include: • being willing to have a go; • being involved and concentrating; • having their own ideas; • choosing ways to do things; • finding new ways; and • enjoying achieving what they set out to do. The topics we cover are child led and change on a yearly basis with the children's interests. The objectives we cover however remain the same and are mapped out to ensure that pupils cover all 7 areas of learning: Personal, Social and Emotional Development, Physical Development and Communication and Literacy (the Prime areas). Literacy, Mathematics, Understanding of the World and Expressive Arts and Design (the Specific Ares). Alongside these we make observations on the 'Characteristics of Learning' which are Playing and Exploring (engagement), Active Learning (motivation) and Creating and Thinking Critically (thinking) **Progression in the EYFS** is tracked through both formal and informal observations. This involves reaching an understanding of children's learning by watching, listening and interacting as they engage in everyday activities, events and experiences, and demonstrate their specific knowledge, skills and understanding. These observations are then mapped against the Development Matters handbook (2012). This ongoing, continual assessment process feeds into our daily; weekly and topic led planning ensuring that learning is pitched at the right level for all children to make progress. At the end of the year the children's development is matched against the Early Learning Goals and is graded as emerging, expected and exceeding.
Rationale	The yearly topics cannot be guaranteed as they are child led; however the objectives we cover remain the same and are mapped out to ensure that pupils cover all 7 areas of learning: Personal, Social and Emotional Development, Physical Development and Communication and Literacy (the Prime areas). Literacy, Mathematics, Understanding of the World and Expressive Arts and Design

	(the Specific Ares). These topics are based on what we taught in the year 2014-15. As the children in the Foundation Stage are the youngest in the school, topic length can vary from 2 weeks to 6 weeks depending on interest levels. The number of topics covered is greater in the Autumn term based on the children's attention span and the length of a topic is increased as the children progress through the year with the Summer 2nd half term usually consisting of one 6 week topic.

St Stephens Community Academy

Early Years Foundation Stage – Scheme of Learning
Detailed Units of Learning

Year Group	Autumn topic 1	Autumn topic 2	Autumn topic 3	Autumn topic 3
Foundation Stage – Unit Title	What makes us special?	What are wheels for?	What is inside a robot?	Can we build a strong structure?
Development Matters 2012 - Key Skills and Understanding	***Initially working in the 30-50 month band moving into 40-60 months*** **Personal Social and Emotional Development (PSED)** **Making Relationships** • Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. • Initiates play, offering cues to peers to join them. • Keeps play going by responding to what others are saying or doing. • Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. **Self-confidence and Self-awareness** • Can select and use activities and resources with help. • Welcomes and values praise for what they have done. • Enjoys responsibility of carrying out small tasks. • Is more outgoing towards unfamiliar people and more confident in new social situations. • Confident to talk to other children when playing, and will communicate freely about own home and community. • Shows confidence in asking adults for help. **Managing feelings and behaviour** • Aware of own feelings, and knows that some actions and words can hurt others' feelings. • Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. • Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. • Can usually adapt behaviour to different events, social situations and changes in routine. **Communication and Language (CL)** **Listening & Attention** • Listens to others one to one or in small groups, when conversation interests them. • Listens to stories with increasing attention and recall. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Focusing attention – still listen or do, but can shift own attention.		***Entering the 40-60 month band*** **Personal Social and Emotional Development (PSED)** **Making Relationships** • Initiates conversations, attends to and takes account of what others say. • Explains own knowledge and understanding, and asks appropriate questions of others. • Takes steps to resolve conflicts with other children, e.g. finding a compromise. **Self-confidence & Self-awareness** • Confident to speak to others about own needs, wants, interests and opinions. • Can describe self in positive terms and talk about abilities. **Managing feelings & Behaviour** • Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. • Aware of the boundaries set, and of behavioural expectations in the setting. • Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. **Communication and Language (CL)** **Listening & Attention** • Maintains attention, concentrates and sits quietly during appropriate activity. • Two-channelled attention – can listen and do for short span. **Understanding** • Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes. • Able to follow a story without pictures or props. • Listens and responds to ideas expressed by others in conversation or discussion. **Speaking** • Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. • Uses language to imagine and recreate roles and experiences in play situations.	

Year Group	Autumn topic 1	Autumn topic 2	Autumn topic 3	Autumn topic 3
Foundation Stage – Unit Title	What makes us special?	What are wheels for?	What is inside a robot?	Can we build a strong structure?
	• Is able to follow directions (if not intently focused on own choice of activity). **Understanding** • Understands use of objects (e.g. *"What do we use to cut things?'*) • Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. • Responds to simple instructions, e.g. to get or put away an object. • Beginning to understand 'why' and 'how' questions. **Speaking** • Beginning to use more complex sentences to link thoughts (e.g. *using and, because*). • Can retell a simple past event in correct order (e.g. *went down slide, hurt finger*). • Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. • Questions why things happen and gives explanations. Asks e.g. *who, what, when, how.* • Uses a range of tenses (e.g. *play, playing, will play, played*). • Uses intonation, rhythm and phrasing to make the meaning clear to others. • Uses vocabulary focused on objects and people that are of particular importance to them. • Builds up vocabulary that reflects the breadth of their experiences. • Uses talk in pretending that objects stand for something else in play, e.g., *'This box is my castle.'* **Physical Development (PD)** **Moving & Handling** • Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. • Mounts stairs, steps or climbing equipment using alternate feet. • Walks downstairs, two feet to each step while carrying a small object. • Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. • Can stand momentarily on one foot when shown. • Can catch a large ball. • Draws lines and circles using gross motor movements.		• Links statements and sticks to a main theme or intention. • Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. • Introduces a storyline or narrative into their play. **Physical Development (PD)** **Moving & Handling** • Experiments with different ways of moving. • Jumps off an object and lands appropriately. • Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. • Travels with confidence and skill around, under, over and through balancing and climbing equipment. • Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. • Uses simple tools to effect changes to materials. • Handles tools, objects, construction and malleable materials safely and with increasing control. • Shows a preference for a dominant hand. • Begins to use anticlockwise movement and retrace vertical lines. • Begins to form recognisable letters. • Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. **Health & Self-care** • Eats a healthy range of foodstuffs and understands need for variety in food. • Usually dry and clean during the day. • Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. • Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. • Shows understanding of how to transport and store equipment safely. • Practices some appropriate safety measures without direct supervision. **Literacy (L)** **Reading** • Continues a rhyming string. • Hears and says the initial sound in words.	

Year Group	Autumn topic 1	Autumn topic 2	Autumn topic 3	Autumn topic 3
Foundation Stage – Unit Title	What makes us special?	What are wheels for?	What is inside a robot?	Can we build a strong structure?
	• Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. • Holds pencil between thumb and two fingers, no longer using whole-hand grasp. • Holds pencil near point between first two fingers and thumb and use it with good control. • Can copy some letters, e.g. letters from their name. **Health & Self-care** • Can tell adults when hungry or tired or when they want to rest or play. • Observes the effects of activity on their bodies. • Understands that equipment and tools have to be used safely. • Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. • Can usually manage washing and drying hands. • Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom. **Literacy (L)** **Reading** • Enjoys rhyming and rhythmic activities. • Shows awareness of rhyme and alliteration. • Recognises rhythm in spoken words. • Listens to and joins in with stories and poems, one-to-one and also in small groups. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Beginning to be aware of the way stories are structured. • Suggests how the story might end. • Listens to stories with increasing attention and recall. • Describes main story settings, events and principal characters. • Shows interest in illustrations and print in books and print in the environment. • Recognises familiar words and signs such as own name and advertising logos. • Looks at books independently. • Handles books carefully.		• Can segment the sounds in simple words and blend them together and knows which letters represent some of them. • Links sounds to letters, naming and sounding the letters of the alphabet. • Begins to read words and simple sentences. • Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. • Enjoys an increasing range of books. • Knows that information can be retrieved from books and computers. **Writing** • Gives meaning to marks they make as they draw, write and paint. • Begins to break the flow of speech into words. • Continues a rhyming string. • Hears and says the initial sound in words. • Can segment the sounds in simple words and blend them together. • Links sounds to letters, naming and sounding the letters of the alphabet. • Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. • Writes own name and other things such as labels, captions. • Attempts to write short sentences in meaningful contexts **Mathematics (M)** **Numbers** • Recognise some numerals of personal significance. • Recognises numerals 1 to 5. • Counts up to three or four objects by saying one number name for each item. • Counts actions or objects which cannot be moved. • Counts objects to 10, and beginning to count beyond 10. • Counts out up to six objects from a larger group. • Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. • Counts an irregular arrangement of up to ten objects. • Estimates how many objects they can see and checks by counting them. • Uses the language of 'more' and 'fewer' to compare two sets of objects. • Finds the total number of items in two groups by counting all of them. • Says the number that is one more than a given number. • Finds one more or one less from a group of up to five objects, then ten objects.	

Year Group	Autumn topic 1	Autumn topic 2	Autumn topic 3	Autumn topic 3
Foundation Stage – Unit Title	What makes us special?	What are wheels for?	What is inside a robot?	Can we build a strong structure?
	• Knows information can be relayed in the form of print. • Holds books the correct way up and turns pages. • Knows that print carries meaning and, in English, is read from left to right and top to bottom. **Writing** • Sometimes gives meaning to marks as they draw and paint. • Ascribes meanings to marks that they see in different places. **Mathematics (M)** **Numbers** • Uses some number names and number language spontaneously. • Uses some number names accurately in play. • Recites numbers in order to 10. • Knows that numbers identify how many objects are in a set. • Beginning to represent numbers using fingers, marks on paper or pictures. • Sometimes matches numeral and quantity correctly. • Shows curiosity about numbers by offering comments or asking questions. • Compares two groups of objects, saying when they have the same number. • Shows an interest in number problems. • Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. • Shows an interest in numerals in the environment. • Shows an interest in representing numbers. • Realises not only objects, but anything can be counted, including steps, claps or jumps. **Shape, Space and Measures** • Shows an interest in shape and space by playing with shapes or making arrangements with objects. • Shows awareness of similarities of shapes in the environment. • Uses positional language. • Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. • Shows interest in shapes in the environment. • Uses shapes appropriately for tasks. • Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.		• In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. • Records, using marks that they can interpret and explain. **Shape, Space and Measures** • Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. • Selects a particular named shape. • Can describe their relative position such as 'behind' or 'next to'. • Orders two or three items by length or height. • Orders two items by weight or capacity. • Uses familiar objects and common shapes to create and recreate patterns and build models. • Uses everyday language related to time. • Beginning to use everyday language related to money. • Orders and sequences familiar events. • Measures short periods of time in simple ways. **Understanding of the World (UW)** **People and Communities** • Enjoys joining in with family customs and routines. **The world** • Looks closely at similarities, differences, patterns and change. **Technology** • Completes a simple program on a computer. • Uses ICT hardware to interact with age-appropriate computer software. **Expressive Arts and Design (EAD)** **Exploring & Using Media and Materials** • Begins to build a repertoire of songs and dances. • Explores the different sounds of instruments. • Explores what happens when they mix colours. • Experiments to create different textures. • Understands that different media can be combined to create new effects. • Manipulates materials to achieve a planned effect. • Constructs with a purpose in mind, using a variety of resources. • Uses simple tools and techniques competently and appropriately. • Selects appropriate resources and adapts work where necessary.	

Year Group	Autumn topic 1	Autumn topic 2	Autumn topic 3	Autumn topic 3
Foundation Stage – Unit Title	What makes us special?	What are wheels for?	What is inside a robot?	Can we build a strong structure?
	Understanding of the World (UW) **People and Communities** • Shows interest in the lives of people who are familiar to them. • Remembers and talks about significant events in their own experience. • Recognises and describes special times or events for family or friends. • Shows interest in different occupations and ways of life. • Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. **The world** • Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. • Can talk about some of the things they have observed such as plants, animals, natural and found objects. • Talks about why things happen and how things work. • Developing an understanding of growth, decay and changes over time. • Shows care and concern for living things and the environment. **Technology** • Knows how to operate simple equipment e.g. turns on CD player and uses remote control. • Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. • Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. • Knows that information can be retrieved from computers **Expressive Arts and Design (EAD)** **Exploring & Using Media and Materials** • Enjoys joining in with dancing and ring games. • Sings a few familiar songs. • Beginning to move rhythmically. • Imitates movement in response to music. • Taps out simple repeated rhythms. • Explores and learns how sounds can be changed. • Explores colour and how colours can be changed. • Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. • Beginning to be interested in and describe the texture of things.		• Selects tools and techniques needed to shape, assemble and join materials they are using. **Being Imaginative** • Create simple representations of events, people and objects. • Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. • Chooses particular colours to use for a purpose. • Introduces a storyline or narrative into their play. • Plays alongside other children who are engaged in the same theme. • Plays cooperatively as part of a group to develop and act out a narrative.	

Year Group	Autumn topic 1	Autumn topic 2	Autumn topic 3	Autumn topic 3
Foundation Stage – Unit Title	What makes us special?	What are wheels for?	What is inside a robot?	Can we build a strong structure?
	• Uses various construction materials. • Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. • Joins construction pieces together to build and balance. • Realises tools can be used for a purpose. **Being Imaginative** • Developing preferences for forms of expression. • Uses movement to express feelings. • Creates movement in response to music. • Sings to self and makes up simple songs. • Makes up rhythms. • Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. • Engages in imaginative role-play based on own first-hand experiences. • Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. • Uses available resources to create props to support role-play. • Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.			
Academy Aims Link	**St Stephens Community Academy** - Aims for Pupils **1. Safe and Strong:** to have a healthy body and mind - Be Healthy, Stay Safe **2. Self Confident:** To have high self esteem and self confidence - Make a Positive Contribution **3. Social:** to be global citizens with good social skills - Make a Positive Contribution **4. Skilled:** To have learning skills for the modern world - Achieve Economic Well Being **5. Soaring Stars:** To have a love of life in all its forms: Enjoy and Achieve.			
Scheme Reference	Rising Stars: Switched on ICT in the Early Years 2014 Dimensions Skills Ladder 2014 Read Write Inc. Phonics Handbook 2011. Read Write Inc. Speed Sounds Lesson Plans 2006			
Key Knowledge	The children must be securely working in or have achieved the Development Matters band 22-36 months in order to access the 30-50 month objectives. Children develop at their own rates, and in their own ways. The development statements and their order should not be taken as necessary steps for individual children. They should not be used as checklists. The age/stage bands overlap because these are not fixed age boundaries but suggest a typical range of development.			
Cross Curricular Links (Core non-negotiable standards)	**Literacy**- Elmer books by David McKee, Set one sounds for RWInc beginning to segment and blend CVC	**Literacy** – Non-fiction books about cars. Set one sounds for RWInc beginning to segment and blend CVC	**Literacy** - Use phonic knowledge to decide regular words & read aloud accurately. Use correct pencil grip.	**Literacy** – Story telling story of the Three Little Pigs. Use phonic knowledge to decide regular words &

Year Group	Autumn topic 1	Autumn topic 2	Autumn topic 3	Autumn topic 3
Foundation Stage – Unit Title	What makes us special?	What are wheels for?	What is inside a robot?	Can we build a strong structure?
	words. Use phonic knowledge to decide regular words & read aloud accurately. **Maths** - Count reliably to 10+. Order numbers 1 – 10. Count out 1:1 objects from 0-10+ **IT/E Safety** – Recording and playing back sounds. Taking photos.	words. Use correct pencil grip. Write name (correct upper & lower case). Use correct letter formation **Maths -** Count reliably to 10+. Order numbers 1 – 10. Count out 1:1 objects from 0-10+ **IT/E Safety** – We can drive investigating everyday technologies (traffic lights role play cars/petrol pump)	Write name (correct upper & lower case). Use correct letter formation, begin to write words segmenting and blending. **Maths** - Count reliably to 20. Order numbers 1 – 20. Count out a specific number of objects to match a digit e.g. count out 6 objects from a pile of more than 6. **IT/E Safety** – making a circuit / programming programmable toys.	read aloud accurately. Use correct pencil grip. Write name (correct upper & lower case). Use correct letter formation. Use correct letter formation, begin to write words segmenting and blending. **Maths** - Count reliably to 20. Order numbers 1 – 20. Count out a specific number of objects to match a digit e.g. count out 6 objects from a pile of more than 6. **IT/E Safety –** We are digital readers (choosing and opening an application from Oxford Owls or Ceebies story time)
Assessment Pathway	Adult led and child initiated observations mapped against Development Matters (2012) and stored in the Learning Journals for each child. Early Excellence Baseline Assessment		Adult led and child initiated observations mapped against Development Matters (2012) and stored in the Learning Journals for each child.	

Year Group	Spring Topic 1	Spring topic 2	Spring topic 3	Spring topic 4
Foundation Stage – Unit Title	All about me and the gingerbread man	What would be your special power?	How do we care for animals and plants?	Where did all the dinosaurs go?
Development Matters 2012 - Key Skills and Understanding	**Working securely in the 40-60 months band** **Personal Social and Emotional Development (PSED)** **Making Relationships** • Initiates conversations, attends to and takes account of what others say. • Explains own knowledge and understanding, and asks appropriate questions of others. • Takes steps to resolve conflicts with other children, e.g. finding a compromise. **Self-confidence & Self-awareness** • Confident to speak to others about own needs, wants, interests and opinions. • Can describe self in positive terms and talk about abilities. **Managing feelings & Behaviour** • Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. • Aware of the boundaries set, and of behavioural expectations in the setting. • Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. **Communication and Language (CL)** **Listening & Attention** • Maintains attention, concentrates and sits quietly during appropriate activity. • Two-channelled attention – can listen and do for short span. **Understanding** • Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes. • Able to follow a story without pictures or props. • Listens and responds to ideas expressed by others in conversation or discussion. **Speaking** • Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. • Uses language to imagine and recreate roles and experiences in play situations. • Links statements and sticks to a main theme or intention. • Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. • Introduces a storyline or narrative into their play. **Physical Development (PD)** **Moving & Handling** • Experiments with different ways of moving. • Jumps off an object and lands appropriately. • Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. • Travels with confidence and skill around, under, over and through balancing and climbing equipment. • Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.			

Year Group	Spring Topic 1	Spring topic 2	Spring topic 3	Spring topic 4
Foundation Stage – Unit Title	All about me and the gingerbread man	What would be your special power?	How do we care for animals and plants?	Where did all the dinosaurs go?
	• Uses simple tools to effect changes to materials. • Handles tools, objects, construction and malleable materials safely and with increasing control. • Shows a preference for a dominant hand. • Begins to use anticlockwise movement and retrace vertical lines. • Begins to form recognisable letters. • Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. **Health & Self-care** • Eats a healthy range of foodstuffs and understands need for variety in food. • Usually dry and clean during the day. • Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. • Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. • Shows understanding of how to transport and store equipment safely. • Practices some appropriate safety measures without direct supervision. **Literacy (L)** **Reading** • Continues a rhyming string. • Hears and says the initial sound in words. • Can segment the sounds in simple words and blend them together and knows which letters represent some of them. • Links sounds to letters, naming and sounding the letters of the alphabet. • Begins to read words and simple sentences. • Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. • Enjoys an increasing range of books. • Knows that information can be retrieved from books and computers. **Writing** • Gives meaning to marks they make as they draw, write and paint. • Begins to break the flow of speech into words. • Continues a rhyming string. • Hears and says the initial sound in words. • Can segment the sounds in simple words and blend them together. • Links sounds to letters, naming and sounding the letters of the alphabet. • Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. • Writes own name and other things such as labels, captions. • Attempts to write short sentences in meaningful contexts **Mathematics (M)**			

Year Group	Spring Topic 1	Spring topic 2	Spring topic 3	Spring topic 4
Foundation Stage – Unit Title	All about me and the gingerbread man	What would be your special power?	How do we care for animals and plants?	Where did all the dinosaurs go?
	Numbers • Recognise some numerals of personal significance. • Recognises numerals 1 to 5. • Counts up to three or four objects by saying one number name for each item. • Counts actions or objects which cannot be moved. • Counts objects to 10, and beginning to count beyond 10. • Counts out up to six objects from a larger group. • Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. • Counts an irregular arrangement of up to ten objects. • Estimates how many objects they can see and checks by counting them. • Uses the language of 'more' and 'fewer' to compare two sets of objects. • Finds the total number of items in two groups by counting all of them. • Says the number that is one more than a given number. • Finds one more or one less from a group of up to five objects, then ten objects. • In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. • Records, using marks that they can interpret and explain. **Shape, Space and Measures** • Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. • Selects a particular named shape. • Can describe their relative position such as 'behind' or 'next to'. • Orders two or three items by length or height. • Orders two items by weight or capacity. • Uses familiar objects and common shapes to create and recreate patterns and build models. • Uses everyday language related to time. • Beginning to use everyday language related to money. • Orders and sequences familiar events. • Measures short periods of time in simple ways. **Understanding of the World (UW)** **People and Communities** • Enjoys joining in with family customs and routines. **The world** • Looks closely at similarities, differences, patterns and change. **Technology** • Completes a simple program on a computer. • Uses ICT hardware to interact with age-appropriate computer software.			

Year Group	Spring Topic 1	Spring topic 2	Spring topic 3	Spring topic 4
Foundation Stage – Unit Title	All about me and the gingerbread man	What would be your special power?	How do we care for animals and plants?	Where did all the dinosaurs go?
	Expressive Arts and Design (EAD) **Exploring & Using Media and Materials** • Begins to build a repertoire of songs and dances. • Explores the different sounds of instruments. • Explores what happens when they mix colours. • Experiments to create different textures. • Understands that different media can be combined to create new effects. • Manipulates materials to achieve a planned effect. • Constructs with a purpose in mind, using a variety of resources. • Uses simple tools and techniques competently and appropriately. • Selects appropriate resources and adapts work where necessary. • Selects tools and techniques needed to shape, assemble and join materials they are using. **Being Imaginative** • Create simple representations of events, people and objects. • Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. • Chooses particular colours to use for a purpose. • Introduces a storyline or narrative into their play. • Plays alongside other children who are engaged in the same theme. • Plays cooperatively as part of a group to develop and act out a narrative.			
Academy Aims Link	**St Stephens Community Academy** - Aims for Pupils **1. Safe and Strong:** to have a healthy body and mind - Be Healthy, Stay Safe **2. Self Confident:** To have high self esteem and self confidence - Make a Positive Contribution **3. Social:** to be global citizens with good social skills - Make a Positive Contribution **4. Skilled:** To have learning skills for the modern world - Achieve Economic Well Being **5. Soaring Stars:** To have a love of life in all its forms: Enjoy and Achieve.			
Scheme Reference	Rising Stars: Switched on ICT in the Early Years 2014 Dimensions Skills Ladders 2014 Read Write Inc. Phonics Handbook 2011. Read Write Inc. Speed Sounds Lesson Plans 2006			
Key Knowledge	The children must be securely working in or have achieved the Development Matters band 30-50 months in order to access the 40-60 month objectives. Children develop at their own rates, and in their own ways. The development statements and their order should not be taken as necessary steps for individual children. They should not be used as checklists. The age/stage bands overlap because these are not fixed age boundaries but suggest a typical range of development.			

Year Group	Spring Topic 1	Spring topic 2	Spring topic 3	Spring topic 4
Foundation Stage – Unit Title	All about me and the gingerbread man	What would be your special power?	How do we care for animals and plants?	Where did all the dinosaurs go?
Cross Curricular Links (Core non-negotiable standards)	**Literacy** – Story telling story of the gingerbread man. Begin to write simple sentences which can be read by themselves & others. Use capital letters and full stops to demarcate sentences. Write demarcated sentences. Begin to recognise at sight Red words (Tricky words I, the, to, no, go, into, he, she, we, me) **Maths**- Continue counting. Say 1 more/1 less to 20. Introduce doubling with numbers 0-6. **IT/E Safety** – We can understand instructions. controlling kitchen tools (microwaves, digital scales)	**Literacy** – Story telling non-fiction – how to make a gingerbread man? Begin to write simple sentences which can be read by themselves & others. Use capital letters and full stops to demarcate sentences. Write demarcated sentences. Begin to recognise at sight Red words (Tricky words I, the, to, no, go, into, he, she, we, me) **Maths** - Continue counting. Introduce terms more than and fewer when comparing quantities. **IT/E Safety** – Creating an online character using digital media.	**Literacy** – Story Telling Story of Jack and the Beanstalk. Begin to write simple sentences which can be read by themselves & others. Use capital letters and full stops to demarcate sentences. Write demarcated sentences. Begin to recognise at sight Red words (Tricky words I, the, to, no, go, into, he, she, we, me) **Maths -** Continue counting. Begin to add & subtract two single digit numbers counting on or back on a number line to find the answer. **IT/E Safety** – We are creative (using paint software to make a digital image)	**Literacy** – Story telling Non-fiction – how to plant a seed? Begin to write simple sentences which can be read by themselves & others. Use capital letters and full stops to demarcate sentences. Write demarcated sentences. Begin to recognise at sight Red words (Tricky words I, the, to, no, go, into, he, she, we, me) **Maths -** Continue counting. Begin to add & subtract two single digit numbers counting on or back on a number line to find the answer. Solving problems involving counting and number. **IT/E Safety** – We can email (using email to communicate with someone in a museum about dinosaurs)
Assessment Pathway	Adult led and child initiated observations mapped against Development Matters (2012) and stored in the Learning Journals for each child.	Adult led and child initiated observations mapped against Development Matters (2012) and stored in the Learning Journals for each child.	Adult led and child initiated observations mapped against Development Matters (2012) and stored in the Learning Journals for each child.	Adult led and child initiated observations mapped against Development Matters (2012) and stored in the Learning Journals for each child.

Year Group	Summer topic 1	Summer topic 2
Foundation Stage – Unit Title	Who lives in a castle?	What lives in a rock pool?
Development Matters 2012 Key Skills and Understanding	***Working securely in the 40-60 months band working towards achieving the Early Learning Goal (ELG) for each area.*** **PSED - Making Relationships** ELG—Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. **PSED - Self-confidence & Self-awareness** ELG—Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help. **PSED - Managing feelings & Behaviour** ELG—Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride. **CL - Listening & Attention** ELG—Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity. **CL - Understanding** ELG—Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events. **CL - Speaking** ELG—Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events. **PD - Moving & Handling** ELG—Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing. **PD - Health & Self-care** ELG—Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. **L – Reading** ELG—Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read. **L - Writing** ELG—Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. **M: Number**	

	ELG—Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing. **M - Shape, space and measure** ELG—Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them. **UW: People and Communities** ELG—Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. **UW: The world** ELG—Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes. **UW: Technology** ELG—Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes. **EAD: Exploring and Using Media and Materials** ELG—Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. **EAD: Being imaginative** ELG—Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.
Academy Aims Link	**St Stephens Community Academy** - Aims for Pupils **1. Safe and Strong:** to have a healthy body and mind - Be Healthy, Stay Safe **2. Self Confident:** To have high self esteem and self confidence - Make a Positive Contribution **3. Social:** to be global citizens with good social skills - Make a Positive Contribution **4. Skilled:** To have learning skills for the modern world - Achieve Economic Well Being **5. Soaring Stars:** To have a love of life in all its forms: Enjoy and Achieve.
Scheme Reference	Rising Stars: Switched on ICT in the Early Years 2014 Dimensions Skills Ladders 2014 Read Write Inc. Phonics Handbook 2011. Read Write Inc. Speed Sounds Lesson Plans 2006

Key Knowledge	The children must be securely working in or have achieved the Development Matters band 40-60 months in order to access the Early Learning Goal objectives. Children develop at their own rates, and in their own ways. The development statements and their order should not be taken as necessary steps for individual children. They should not be used as checklists. The age/stage bands overlap because these are not fixed age boundaries but suggest a typical range of development.	
Cross Curricular Links (Core non-negotiable standards)	**Literacy** - Story Telling Story of the Three Billy Goats Gruff. Non fiction - Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. - Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read. **Maths** - Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing. **IT/E Safety** – We are community members (taking digital photos or recording sound digitally)	**Literacy** – Story telling story – Sharing a shell / Poem – the seaside. - Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible - Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read. **Maths -** Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing. **IT/E Safety** – We can record sounds. We can make a film.
Assessment Pathway	Adult led and child initiated observations mapped against Development Matters (2012) and stored in the Learning Journals for each child.	Adult led and child initiated observations mapped against Development Matters (2012) and stored in the Learning Journals for each child.