

Reception Curriculum: Autumn Term One “A Brave Bear” – “Starting with the Child”

“A small bear leads the way having suggested to dad that it would be a good idea to go to the river on a very hot day. Dad encourages his offspring’s independence whilst keeping close enough for help and protection when necessary”

Principles of Curriculum Design

The curriculum must be rooted in values; driven by evidence:

“We speak of starting with a child, “where he is” which in one sense is not to assert an educational desideratum (something we would want or need) but an inescapable fact; there is no other place the child can start from. There are only other places the educator can start from”
(Bissex, GNYS AT WRK, 980 p. 111)

Autumn Term One Learning Experiences will focus on the book, “A Brave Bear” by Sean Taylor and Emily Hughes. This text supports our team to focus on the essential areas of: Attachment, Attunement, developing the children’s Stress Regulation Systems, developing the children’s Social Engagement Systems. Essential to success will be the formation of strong attachments between the children and our Team.

| Areas | The Big Concepts: |
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| CL | Develop their own narratives and explanations by connecting ideas or events. Follow instructions involving several ideas or actions. Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. |
| PSED | Talk about and explore feelings, using the feelings of the characters in the book as a starting point for talking about the children’s own experiences and different feelings they have experienced. Experiences of Caring Daring Paradox and Professional Love: Supporting the children to make plans to overcome challenges or manage risk taking as well as more emotional challenges like making friends, separating from parents, trying something new. |
| PD | Use large and small equipment to explore journeys and travelling. Look at prepositions like, over, under, across, above, below, around and work out ways of travelling on equipment or around a space. |
| Literacy | Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Use phonic knowledge to write words in ways which match their spoken sounds. |
| Maths | Cardinality and Counting: Understanding that the cardinal value of a number refers to the quantity, or ‘howmanyness’ of things it represents. |
| UTW | Look at homes and habitats – why do different animals and creatures live where they do? As well as researching brown bears, we will extend to broader scientific learning in which we will actively observe common garden animals in the UK. |
| EAD | In order to support the children’s understanding of the narrative as well as the emotional and physical journey the bears take in the book, we will create enhancing fantasy play environments for the children to explore, building the world of the story in the classroom or outdoor areas as the story unfolds. |

The curriculum aspires to have an inclusive range of outcomes and definitions of success. Success will look like:

- Children enjoy engaging, with supportive adults in experiences of Possibility Thinking: as they respond to the narrative of this text through a range of enriching opportunities.
- Posing questions: posed aloud, or implied through actions
- Play: guided by supportive, participating adults over extended periods of time
- Immersion: in a professional loving environment
- Innovation: strong playful connections between ideas, guided by adults
- Imaginative: as deep and agentive involvement is encouraged.

The curriculum will be most effective when it is both intuitively delivered and internalised. (The “actual” curriculum) Foundational to the delivery of this curriculum is the maintaining of learning environments that are: active, concrete, multi-sensory and multimodal. These experiences will be planned and prepared effectively, delivered by using:

- Our Curriculum Progression Planning maps
- Power of Reading, “A Brave Bear” Teaching Sequence (CLPE)

The curriculum must be responsive to our children’s needs, practical, reflective and driven by professional learning and development. Those delivering it must be able to describe, explain and justify it. Professional Learning will focus on:

- Operational elements of Possibility Thinking and Pedagogy – (Cremin, Burnard, Craft)
- Attachment, Attunement, Professional Love (Thomas Corum)
- “Starting with a child” – (Bissex, GNYS AT WRK)

Parental partnership must form part of curriculum delivery:

- Soft opening and end of day protected times for parents and primary carers to meet with members of our team.
- Give Nature of Home (RSPB) Home Learning projects
- Places to Discover (Our Blog) Home Learning Projects.



Reception Curriculum: Autumn Term Two “Oh no George!” – Self Regulation and Strong Attachments

“We love Oh No, George! This brilliant, bold and instantly recognisable picture book is all about George, a lovely pet dog who promises to be good when his owner is out. And he really tries to be well-behaved, too. But then there's some chocolate cake out. And Cat is around to be chased. So will he be able to stick to his promise?”

Principles of Curriculum Design

The curriculum must be rooted in values; driven by evidence: Autumn Term Two’s curriculum design centres around the book, “Oh No George” by Chris Haughton. The Big Concepts in this half term continue to explore children’s emotional response to narrative fiction. It also offers the opportunity to progress development, together, towards themes of cause and effect: roles and responsibility; managing one’s own behaviour; consequence of one’s actions on others; and how to make amends. Deepening Autumn Term One’s focus on the essential areas of: Attachment, Attunement, developing the children’s Stress Regulation Systems, developing the children’s Social Engagement Systems. Essential to success will be the formation of strong attachments between the children and our Team.

The curriculum aspires to have an inclusive range of outcomes and definitions of success. Success will look like:

- Children listen with enjoyment and respond to the book, through retelling and re-enacting the story;
- Children think and talk confidently about their response to the book, the story and illustrations, and the meanings;
- Children explore and interpret stories through creative activity including play, art, drama and drawing;
- Children engage children with a story with which they will empathise;
- Children develop empathy and understanding of character viewpoint through drama;
- Children get to know the story really well and be able to revisit it in a variety of ways;
- Children sequence and explore story structure through storytelling and storymapping;
- Children read by joining in the repeated text, responding to the patterns and rhythms and matching these with the print;
- Children create information texts and narrative episodes through shared writing, bookmaking and illustration.

The curriculum will be most effective when it is both intuitively delivered and internalised. (The “actual” curriculum) Foundational to the delivery of this curriculum is the maintaining of learning environments that are: active, concrete, multi-sensory and multimodal. These experiences will be planned and prepared effectively, delivered by using:

- Our Curriculum Progression Planning maps
- CLPE Teacher Notes
- Child Development – Janet Rose and Felicia Wood
- When adults change, everything changes – Paul Dix

The curriculum must be responsive to our children’s needs, practical, reflective and driven by professional learning and development. Those delivering it must be able to describe, explain and justify it. Professional Learning will focus on:

- Meeting the needs of our RAFA/EAL children – Language and vocabulary

Parental partnership must form part of curriculum delivery:

- Soft opening and end of day protected times for parents and primary carers to meet with members of our team.
- Open classrooms events
- Home School Learning Agreements

| Areas | The Big Concepts: |
|-----------------|--|
| CL | Children can retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. Develop their own narratives and explanations by connecting ideas or events. |
| PSED | These experience provide opportunity for our children to link the events in the book to their personal experiences in school and home |
| PD | They develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. |
| Literacy | Our children understand the five key concepts about print: 1. print has meaning. 2. print can have different purposes 3. we read English text from left to right and from top to bottom. 4. the names of the different parts of a Book. 5. page sequencing. They can also demonstrate understanding when talking with others about what they have read. |
| Maths | Comparison: Understanding that comparing numbers involves knowing which numbers are worth more or less than each other |
| UTW | We talk about families and pets, our children explore what makes them unique and the similarities and differences they see in relation to friends or families. |
| EAD | Our children can create artwork, emulating illustrator’s techniques using a range drawing, printing and painting materials. |

Reception Curriculum: Autumn Term Two “Celebrating Special Times”

“Once, a long time ago, in a town called Nazareth, a little donkey was born.”

Principles of Curriculum Design

The curriculum must be rooted in values; driven by evidence: Autumn Term Two’s focus on learning centred around the text, “Oh NO George, should be a 3 week sequence of experiences. Following this the curriculum focus will centre on “The Christmas Story” and the books of Bill Wildsmith. The diverse world should be integral to everyday practice, as well as the celebrations of religious days, visitors and visits. From an early age children have formed attitudes towards children different from themselves. In these weeks, while preparing for our Christmas Nativity by looking at The Christmas Story, it is essential we provide a welcoming and nurturing space for all our children, and families, to be curious about people around them, to see and understand similarities and differences. In this way children will be curious and respectful about others, our communities, our beliefs, what is special to us, and become a positive member of a diverse world.

The curriculum aspires to have an inclusive range of outcomes and definitions of success. Success will look like:

- Our children begin to recognise that people have different beliefs and celebrate special times in different ways
- We weave opportunities for children to engage with religious and cultural communities and their practices throughout the curriculum at appropriate times of the year.
- We help our children to begin to build a rich bank of vocabulary with which to describe their own lives and the lives of others.

The curriculum will be most effective when it is both intuitively delivered and internalised. (The “actual” curriculum) Foundational to the delivery of this curriculum is the maintaining of learning environments that are: active, concrete, multi-sensory and multimodal. These experiences will be planned and prepared effectively, delivered by using:

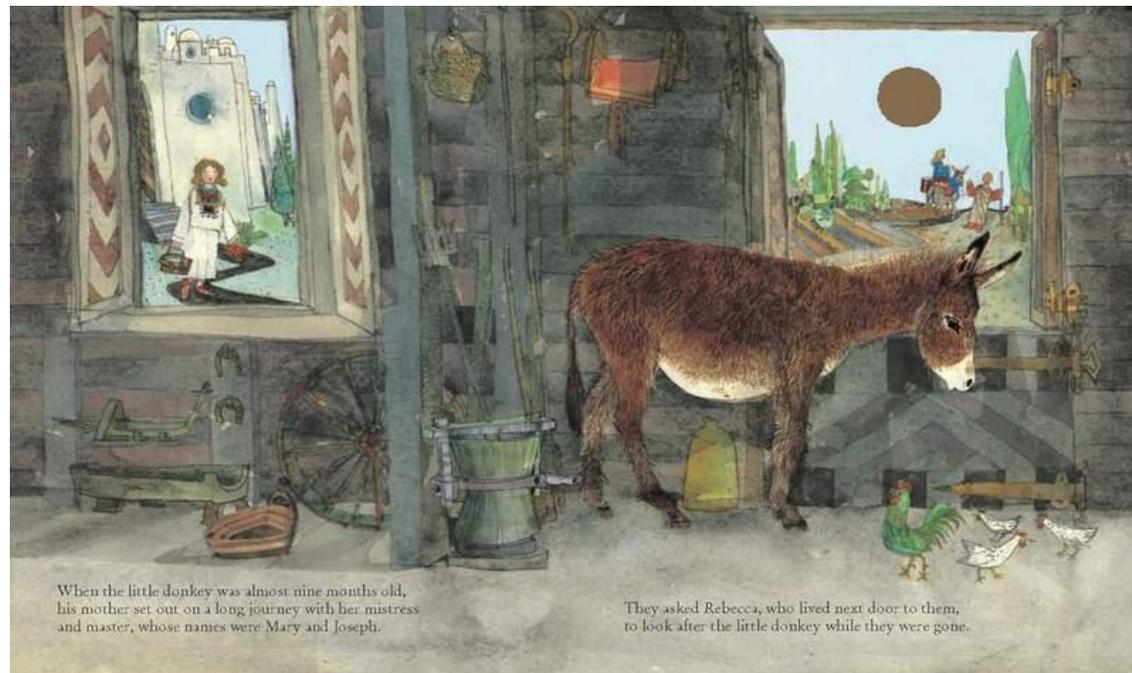
- Our Curriculum Progression Planning maps
- CLPE Teacher Notes
- Child Development – Janet Rose and Felicia Wood
- When adults change, everything changes – Paul Dix

The curriculum must be responsive to our children’s needs, practical, reflective and driven by professional learning and development. Those delivering it must be able to describe, explain and justify it. Professional Learning will focus on:

- Meeting the needs of our RAFA/EAL children – Language and vocabulary

Parental partnership must form part of curriculum delivery:

- Soft opening and end of day protected times for parents and primary carers to meet with members of our team.
- Open classrooms events
- Home School Learning Agreements
- School Nativity Play



When the little donkey was almost nine months old, his mother set out on a long journey with her mistress and master, whose names were Mary and Joseph.

They asked Rebecca, who lived next door to them, to look after the little donkey while they were gone.

| Areas | The Big Concepts: |
|----------|--|
| CL | Children can retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. Develop their own narratives and explanations by connecting ideas or events. |
| PSED | These experience provide opportunity for our children to link the events in the book to their personal experiences in school and home |
| PD | They develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. |
| Literacy | Our children understand the five key concepts about print: 1. print has meaning. 2. print can have different purposes 3. we read English text from left to right and from top to bottom. 4. the names of the different parts of a Book. 5. page sequencing. They can also demonstrate understanding when talking with others about what they have read. |
| Maths | Comparison: Understanding that comparing numbers involves knowing which numbers are worth more or less than each other |
| UTW | We talk about families and pets, our children explore what makes them unique and the similarities and differences the see in relation to friends or families. |
| EAD | Our children can create artwork, emulating illustrator’s techniques using a range drawing, printing and painting materials. |



Reception Curriculum: Spring Term One

“Here We Are – Making Sense of Our World.”

“The children in our care will each have had unique experiences of and responses to the events of 2020. This was a year of significant world events, disrupting and changing the ways of life of people across the globe. We have produced this unit of work to help you as you support the children in your school community to re-connect with each other and re-engage with school life” (CLPE) It is or view that this work needs to continue.”

Principles of Curriculum Design

The curriculum must be rooted in values; driven by evidence: This book build’s a sequence of work around because it provides a powerful vehicle for children to reflect on and make sense of the world we are all living in. The words and pictures work together to help children to understand their place in the world and to move forward together in a positive and constructive way.

The curriculum aspires to have an inclusive range of outcomes and definitions of success. Success will look like:

We provide a framework for children to continue to re-engage socially with each other and their wider community; our children engage positively with the outdoor environment. Our children begin to develop understandings around the big concepts of:

- Our place on the planet as humans
- How we, as humans, relate to each other
- Other species and our responsibility towards them
- Belonging and community
- Our responsibility as world citizens

The curriculum will be most effective when it is both intuitively delivered and internalised. (The “actual” curriculum) Foundational to the delivery of this curriculum is the maintaining of learning environments that are: active, concrete, multi-sensory and multimodal. These experiences will be planned and prepared effectively, delivered by using:

- Our Curriculum Progression Planning maps
- Power of Reading, “Here We Are: Notes for Living on Planet Earth by Oliver Jeffers” Teaching Sequence (CLPE)

The curriculum must be responsive to our children’s needs, practical, reflective and driven by professional learning and development.

Those delivering it must be able to describe, explain and justify it. Professional Learning will focus on:

- Operational elements of Possibility Thinking and Pedagogy – (Cremin, Burnard, Craft)
- The importance of experiencing Social Change/Action/Leadership – WE Schools
- Landscapes for Physicality – Early Education
- Springtime Saunter – Learning Through Landscapes

Parental partnership must form part of curriculum delivery:

- Soft opening and end of day protected times for parents and primary carers to meet with members of our team.
- Give Nature of Home (RSPB) Home Learning projects
- Places to Discover (Our Blog) Home Learning Projects.
- Social Change Projects – Support and Engagement

| Areas | The Big Concepts: |
|-----------------|---|
| CL | Broadening our understanding of the world: Asking and answering questions. When children are able to pose questions and explore the answers, they feel motivated to exercise their sense of agency and build their independence. When children ask questions that stem from their desire to understand the world around them, their mind is more open to connections and learning feels meaningful to them. Through encouraging children to pose questions, you offer them important opportunities to speculate, to clarify their thinking, to broaden their understanding about topics beyond their reach and to seek reassurance. |
| PSED | Recognising our place in the wider universe – Communicating about own lives and experiences - Enabling adults allow children to share experiences about things that mean the most to them and will allows us an insight into their continuously developing, deepening interests and fascinations that we can build future planning around. |
| PD | Engaging with the environment physically: Outdoor Learning. Learning in the outdoors is integral to a quality Early Years curriculum. Being outside allows children to express themselves freely and unlike an indoor classroom, the openness of this environment allows children to move, explore, discover and gain independence with a far greater sense of freedom, which has multiple benefits for children’s physical and mental health. |
| Literacy | Learning how to care for ourselves and for others: Labels, Captions and Instructions. Self-care is an important part of settling into school life. Now, more than ever, it is important that we learn to look after ourselves, keep ourselves safe and healthy and to use what we know to care for the needs of others around us |
| Maths | Composition: Understanding that one number can be made up from (composed from) two or more smaller numbers |
| UTW | “Coming together as a class community – Taking part in social action” - Allowing our children the time and space to work together as a class community. Looking after other living things – Reading and writing for information - As well as looking after themselves and others, it is important for children to learn how to respect and care for living things in the wider world. Helping the children to grow and take care of wildlife in the local area will support them in developing a love of nature that will support their wider understanding of caring for the environment |
| EAD | Learning about our planet, its environment and wildlife – writing a song. Rhyme and song are many children’s first route into reading. Their rhythms and patterns introduce children to a range of reading skills. Children naturally pick up rhymes and rhythms, they want to join in, they enjoy the experience– and a rich experience of hearing and learning songs and rhymes is a fantastic way of learning how language works. Here, the children will work together to respond to a song and compose their own lines for a class version of a well-known song. |



Reception Curriculum: Spring Term Two “The Naughty Bus – Pretending and Story Making”

“ Hold very tight please, Ding Ding!”

Principles of Curriculum Design

The curriculum must be rooted in values; driven by evidence: “Naughty Bus” by Jan and Jerry Oke. is an eye-catching photographic picture book for reading together with young children; designed to encourage conversation, visual literacy and imaginative play. The text mimics a child’s descriptive dialogue as he plays, switching between the words of the bus and the child himself. Exploratory play is of utmost significance in early literacy learning. Young children are guided by synaesthetic activities which draw on all their senses and children participate in schooled literacy as they remix this with their home and community experiences and concerns. Play can be seen as a productive literacy that draws on gestural, spatial and material modes and offers children diverse sites for participation. Collaborative narrative play and the texts that arise from their play support children's narrative competence, which in turn supports the symbolic representation skills needed for reading and writing. When a child is given freedom of expression within stimulating environments that support rich dialogues and cover a breadth of learning (numerous displays, abundance of graphical resources representing different modalities and materials, musicality and music), emerging symbolic languages such as writing and mathematics emerge, reflecting children’s growing competencies and understanding.

The curriculum aspires to have an inclusive range of outcomes and definitions of success. Success will look like:

- Our children plan and think ahead about how they will explore or play with objects. Guiding their own thinking and actions by referring to visual aids or by talking to themselves while playing
- All children can access and take part in simple pretend play. Some children using pretend play to think beyond the ‘here and now’ and to understand another perspective.
- They know more, so feel confident about coming up with their own ideas. Making more links between those ideas.

The curriculum will be most effective when it is both intuitively delivered and internalised. (The “actual” curriculum) Foundational to the delivery of this curriculum is the maintaining of learning environments that are: active, concrete, multi-sensory and multimodal. These experiences will be planned and prepared effectively, delivered by using:
- Our Curriculum Progression Planning maps

The curriculum must be responsive to our children’s needs, practical, reflective and driven by professional learning and development. Those delivering it must be able to describe, explain and justify it. Professional Learning will focus on:
- Sustained and Shared Thinking (Kathy Sylva et al)
- Operational elements of Possibility Thinking and Pedagogy – (Cremin, Burnard, Craft)

Parental partnership must form part of curriculum delivery:
- Places to Discover (by Bus) – Community Blog

| Areas | The Big Concepts: |
|-----------------|---|
| CL | Through conversation, storytelling and role play, where children share their ideas with support and modelling from our adults, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures |
| PSED | Our children will be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. |
| PD | Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from our adults, will allow our children to develop proficiency, control and confidence |
| Literacy | Skilled word reading, will involve both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing will involve transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing). |
| Maths | Pattern: Looking for and finding patterns helps children notice and understand mathematical relationships. Shape and Space: Understanding what happens when shapes move, or combine with other shapes, helps develop wider mathematical thinking. |
| UTW | As well as building important knowledge, this small world, imaginative play focus will extend their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension. |
| EAD | The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. |



Reception Curriculum: Summer Term One “Errol’s Garden – Our Community Garden Project”

“Although his home is full of beautiful plants, he longs for an outdoor space where he can grow things. A chance discovery leads to a solution, but Errol can't do everything on his own.”

| Areas | The Big Concepts: |
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| CL | Understanding and empathising with characters in high-quality children’s books. Planned literacy experiences around these themes will support children to raise questions, express opinions and feelings, build resilience, connect with each other as a community, and contemplate the ways in which nature impacts on their own lives, the lives of others and the wider world. Reflecting on the benefits of plants, gardening and connecting with nature — building empathy for a story character through response to text and illustration . The quality of the illustrations picturebooks contain, and the ways in which the illustrations work with the text to create meaning for the readers, merit close reading and discussion. Children will need time and opportunities to enjoy and respond to the pictures, and to talk together about what the illustrations contribute to their understanding of the text. |
| PSED | Getting to know and engaging with people in our community — understanding and taking on roles and responsibilities at school. Developing a sense of place within a community is a vital foundation for living a good personal and social life. Children will experience a growing range of communities as their experience of the world begins to expand beyond themselves and their family to their neighbourhood, their class and school. The relationships formed and observed help to provide a sense of belonging and inclusion as well as creating a supportive network for children and families. In engaging in community-based activities, children will experience greater security and confidence, leading to deeper involvement and learning outcomes. |
| PD | Engaging with the environment physically and appreciating all seasons — outdoor learning, play and Exploration. Learning in the outdoors is integral to a quality Early Years curriculum. Being outside allows children to express themselves freely and — unlike an indoor classroom — the openness of this environment allows children to move, explore, discover and gain independence with a far greater sense of freedom, which has multiple benefits for children’s physical and mental health. Learning in an outdoor environment allows children to interact with the elements around us and helps them to gain an understanding of the world we live in |
| Literacy | Being mindful in the natural world — sharing observations and expressing responses through poetry . Children need the permission and opportunities to share and write about their own lives using poetic forms. Personal experiences and memories can provide a powerful stimulus for children’s own poetry writing. Connecting with the natural world offers the opportunity for mindfulness and space to reflect as well as offering inspiration and sensory stimulation for expressive writing. Through writing poetry children are encouraged to reflect on their experience, to recreate it, shape it, and make sense of it. |
| Maths | Measures: Comparing different aspects such as length, weight and volume, as a preliminary to using units to compare later |
| UTW | Exploring the benefits of nature to us, to our community and to the planet — building vocabulary and understanding through close observation of plants and wildlife in the local environment Children need time and encouragement to observe the world around them really closely alongside interested adults who can help sustain curiosity and interest. Observational drawing supports children to look much more closely, allowing them to notice and talk about particular details as well as the overall characteristics of the subject, and helping them to find out more and to generate enquiry. It provides a way for children to communicate what they are finding out about the subject and allows them to share and communicate their ideas and experiences to others. Drawing alongside children and talking to them about what they have chosen to emphasise or leave out, enables adults to introduce new concepts and develop children’s language and vocabulary |
| EAD | Thinking about our connection to the natural world — responding to poetry and developing language through talk, visualisation and artwork. Responding creatively to a poem, through dance, drama, music or art will help children to deepen their sense of the poem and make an imagined world more real. Similarly, teachers can successfully use these creative forms as a stimulus to children’s own writing. |

Principles of Curriculum Design

The curriculum must be rooted in values; driven by evidence: Connecting with each other and with nature, building relationships and fostering togetherness. All these things are crucial for children’s health and wellbeing and make an important contribution to children’s success as learners, helping them to feel secure and safe, to raise self-esteem and to see themselves as part of a larger community. Connecting with nature in their local environment; recognising what it is like to live in an urban environment; recognising that flowers, plants and trees are vital for life, our wellbeing and our long-term survival; understanding how to contribute to the local community as active citizens; working together to make a positive impact on the local community

The curriculum aspires to have an inclusive range of outcomes and definitions of success. Success will look like:

- Our children our engaged in high-quality talk, reading and writing activities
- Our teaching of core reading and writing skills and strategies is delivered through text-based units of work;
- We engage with the children as a community of readers and learners, enabling shared experiences, discussions and the ability to be critically reflective as a group of learners;
- We absorb our children in a wide range of creative and outdoor activities that are designed to impact positively on social skills and emotional well-being;
- We involve the whole school community in a project that results in positive action for change in their local community, through planting in the local area.

The curriculum will be most effective when it is both intuitively delivered and internalised. (The “actual” curriculum) Foundational to the delivery of this curriculum is the maintaining of learning environments that are: active, concrete, multi-sensory and multimodal. These experiences will be planned and prepared effectively, delivered by using:

- Our Curriculum Progression Planning maps
- Growing Together: The section for EYFS which focusses on Errol’s Garden by Gillian Hibbs (Child’s Play)

The curriculum must be responsive to our children’s needs, practical, reflective and driven by professional learning and development. Those delivering it must be able to describe, explain and justify it. Professional Learning will focus on/ Parental partnership must form part of curriculum delivery:

Bringing the learning together in a community rewilding project — recording progress through writing, drawing and photography. Through rewilding, children can transform a space into an area in which nature can flourish which is of benefit to them, their community and, crucially, to wildlife. By giving children ownership over such a project and opportunity to connect with the natural space as it grows and changes across seasons, we are giving them the knowledge that they can grow their own future in a planet they can care for

Reception Curriculum: Summer Term Two

“GeoScience is for Us – The Redbridge Lakes and Conservation Project”

“As we begin to exit the pandemic and look to how we can build back better and greener, environmental science and geology will play a vital role in developing what our greener world will look like. But sadly, we are missing out on the potential of so many talented scientists, and risk further entrenching inequalities for the next generation if we do not act now to show everybody, no matter their background or gender, that science is for them” -The UK Parliament's All-Party Parliamentary Group (APPG) on Diversity and Inclusion in Science, Technology, Engineering and Maths (STEM)

Principles of Curriculum Evaluation

The curriculum must be rooted in values; driven by evidence: Understanding the impact of our curriculum design and delivery on children’s performances or academic or behavioural competences will involve more than looking at comparative data. It will be important that we know and understand what underlies the children’s performances, what has influenced the outcomes; it will be of vital importance that leaders, teachers, practitioners and parents understand the constructs underlying such evaluation of impact so that we can continue to make informed and appropriate decisions about the children, the curriculum, our provision.

The curriculum aspires to have an inclusive range of outcomes and definitions of success: This curriculum has been designed with the following aims and evaluation must consider our capacity to improve and our success:

- To ensure our curriculum meets the needs of our children and our community
- To ensure our curriculum is responsive to our children’s needs and driven by the professional learning and development of our Practitioners, teachers and leaders.
- The curriculum should deepen understanding of our principles and core skills as opposed to a superficial coverage of external frameworks.
- The curriculum must provide ambitious goals for each child
- The inclusive nature of the curriculum should ensure practitioners can provide a high quality experience for all children while further focussing on those struggling, so we can help them overcome barriers to their learning.
- The curriculum should be delivered through a continuous cycle: Planning, observation, recording, assessment, returning to planning in light of these immediate stages.
- Our curriculum delivery must create a culture which ensures children thrive in a climate of possibility
- The delivery of this curriculum should widen the experiences of children and practitioners alike. Broadening both children and adult horizons by building on their interests.
- We adopt an “Affective” Pedagogy towards transition - When we think of effective practice and transition, we must start with the child.



| Areas | The Big Concepts: |
|-----------------|---|
| CL | 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. 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. |
| PSED | Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; Explain the reasons for rules, know right from wrong and try to behave accordingly; Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices. Work and play cooperatively and take turns with others; Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others’ needs. |
| PD | Negotiate space and obstacles safely, with consideration for themselves and others; Demonstrate strength, balance and coordination when playing, Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; Use a range of small tools, including scissors, paint brushes and cutlery; Begin to show accuracy and care when drawing |
| Literacy | Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; Anticipate – where appropriate – key events in stories; Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. Say a sound for each letter in the alphabet and at least 10 digraphs; Read words consistent with their phonic knowledge by sound-blending; Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Write recognisable letters, most of which are correctly formed; Spell words by identifying sounds in them and representing the sounds with a letter or letters; Write simple phrases and sentences that can be read by others. |
| Maths | Have a deep understanding of number to 10, including the composition of each number; Subitise (recognise quantities without counting) up to 5; Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. Verbally count beyond 20, recognising the pattern of the counting system; Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. |
| UTW | 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; 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. 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. |
| EAD | 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. 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 |