



Learning at River View

Early Years Foundation Stage

Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

ELG: Comprehension

Children at the expected level of development will:

- 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.

ELG: Word Reading

Children at the expected level of development will:

- 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.

ELG: Writing

Children at the expected level of development will:

- 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.

Autumn Term	Reading	Writing
Nursery	Shared stories	Mark making / gross motor skills/ fine motor skills
Reception	Letter sounds/blending/ high frequency words	Emergent writing /Letter formation/ initial sounds/ cvc words
Spring Term	Reading	Writing
Nursery	Letter sounds/ story retelling/shared stories/comprehension	Emergent writing /Letter formation
Reception	Cvc words/short sentences/high frequency words	Cvc words/ short sentences/ high frequency words Cursive letters
Summer Term	Reading	Writing
Nursery	Letter sounds/ cvc words/ story retelling/shared stories/comprehension/	Letters /initial sounds /cvc words
Reception	Sentence reading and comprehension	Writing sentences and building sustained writing

Mathematics

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

ELG: Number

Children at the expected level of development will:

- 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.

ELG: Numerical Patterns

Children at the expected level of development will:

- 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.

Year group	Autumn	Spring	Summer
Nursery	<p>Number: Matching Sorting Number 1 Number 2</p> <p>Measure, Shape and Spatial Thinking: Pattern</p>	<p>Number: Number 3 Number 4 Number 5 Number 6</p> <p>Measure, Shape and Spatial Thinking: Height and Length Mass Capacity</p>	<p>Number: One More One Fewer Number Composition</p> <p>Measure, Shape and Spatial Thinking: 2D Shapes 3D Shapes Time Positional Language</p>
Reception	<p>Number: Match and Sort Compare Amounts Representing 1, 2 & 3 Comparing 1, 2 & 3 Composition of 1,2 & 3 Represent Numbers to 5 One more and One Less</p> <p>Measure, Shape and Spatial Thinking: Compare Size, Mass and Capacity Exploring Pattern Circles and Triangles Positional Language Shapes with 4 Sides Time</p>	<p>Number: Introducing Zero Comparing Numbers to 5 Composition of 4 & 5 6, 7 & 8 Combining 2 Amounts Making Pairs Counting to 9 & 10 Comparing Numbers to 10 Bonds to 10</p> <p>Measure, Shape and Spatial Thinking: Compare Mass Compare Capacity Length & Height Time 3d-Shapes Patterns</p>	<p>Number: Building Numbers Beyond 10 Counting Patterns Beyond 10 Adding More Taking Away Doubling Sharing & Grouping Even & Odd Deepening Understanding Patterns and Relationships</p> <p>Spatial Thinking: Spatial Reasoning Match, Rotate, Manipulate Spatial Reasoning Compose and Decompose Spatial Reasoning Visualise and Build Spatial Reasoning Mapping</p>

Science - Understanding the World

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Generic topics N+R	All about me	Let's celebrate	Care for our world	Healthy me	Me and People in my community	Changing and growing
Seasonal changes all year	Seasons - autumn	Seasons autumn /winter	Seasons -winter	Seasons- spring	Seasons -summer	Seasons -summer
Nursery objectives	<ul style="list-style-type: none"> -Use all their senses on hands on exploration of natural materials. -Explore natural materials with similar and different properties. -Talk about what they see using a wide vocabulary. -Plant seeds and care for growing plants -Explore the life cycles of some animals. -Begin to understand the need to respect and care for the natural environment and all living things. -Talk about the differences between materials and changes they notice. 					
Nursery	Explore natural materials inside and out using all their senses.	<p>Talk about seasonal changes in autumn.</p> <p>Explore and talk about autumnal natural resources.</p>	<p>Look at insects and invertebrates and understand that we need to care for them with respect.</p> <p>Name different materials and be able to talk about recycling.</p> <p>Name some endangered animals and be able to describe them.Be able to talk about why they are endangered.</p>	<p>Talk about seasonal changes in autumn</p> <p>Explore changes in materials- cooking healthy foods</p> <p>Join in with healthy lifestyle activities.</p>	Seasonal changes-talk about changes in summer - weather/clothes	<p>Plant seeds and care for growing plants.</p> <p>Talk about the life cycles of animals and plants.</p>

Seasonal changes all year	Seasons - autumn	Seasons autumn /winter	Seasons -winter	Seasons- spring	Seasons -summer	Seasons -summer
<p>Reception objectives</p> <ul style="list-style-type: none"> - Understand the key features of the life cycle of a plant and some animals. - Explore and talk about different forces they can feel. - Describe what they see, hear and feel. - Understand the effect of changing seasons on the natural world around them. - Explore the natural world. 						
<p>Reception</p>	<p>.</p> <p>Collect natural materials and describe them using all their senses.</p> <p>Begin to understand why leaves fall off trees. Name some trees in the school grounds</p>	<p>Make observations of seasonal changes and talk about the effects of that.</p>	<p>Collect and care for insects and invertebrates, naming them and knowing some features.</p> <p>Look at and name different materials.</p> <p>Begin to understand what recycling means/ why we need to do it.</p> <p>Know that some animals are endangered and why this is. Look at animals that live in Africa and their different environments.</p>	<p>Know the changes in spring in the natural world.</p> <p>Know what foods are healthy and what healthy lifestyle choices are.</p> <p>Know body parts, senses and that humans are animals.</p>	<p>Know the changes in summer - weather/clothes and be able to talk about them.</p> <p>Begin to understand forces that they can feel- pushes and pulls.</p> <p>Begin to explore magnetic attraction and repulsion.</p>	<p>Make observations of plants and animals and make detailed drawings of them.</p> <p>Write about and be able to explain life cycles of plants and some animals.</p>

History- Understanding the World

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Generic Topics N+R	All about me	Let's celebrate	Care for our world	Healthy me	Me and People in my community	Changing and growing
Nursery objectives- Begin to make sense of their own life story and family's history						
Nursery	Talk about photos of their family. Paint pictures of themselves and their family.	Talk about their own family celebrations and listen to others about theirs.	Recall school and family events	Recall school and family events	Recall school and family events	Talk about how they were babies and have changed/grown.
Reception objectives - 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 and in class and storytelling.						
Reception	Talk about their own families and homes and homes in the past. Recall school and family events.	Listen to stories from the past and talk about characters from the past, comparing them to now. (Diwali, Hanukkah, Christmas, Van Gogh/ Monnet) Recall school events.	Recall school and family events such as a school trip. Class story times including inspirational people that have made positive changes in the past such as David Attenborough and Greta Thunberg and Jane Goodall.	Recall school and family events	Recall school and family events	Recall school and family events Talk about what they were like as babies in relation to the life cycles of animals.

Geography- Understanding the World

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Generic Topics N+R	All about me	Let's celebrate	Care for our world	Healthy me	Me and People in my community	Changing and growing
Nursery objective- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.						
Nursery	Explore our new classroom and school. Talk about the different countries they and their families have lived in/still live in.	Explore our school grounds- autumn walk. Talk about different countries as they learn about Diwali, Hanukkah and Christmas	Talk about the countries where there are endangered animals and the different environments they live in.	Explore fruits from other countries.		
Reception objectives						
<ul style="list-style-type: none"> - Draw info from a simple map. - Recognise some similarities and differences between life in this country and life in other countries. - Recognise some environments that are different to the one in which they live. - Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps. - 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. 						
Reception	Explore features of maps. Use simple maps of the school grounds and talk about what they find. Use a simple map to explore the local area. Walk to the local meadow area	Discuss and compare environments of other countries that come up in stories and nonfiction texts.	Compare a village in Africa with our home in England. African mum to visit us. Discuss the similarities and differences of life in Africa and life in England.	Explore foods from other countries.		

Art and Design and Technology- Expressive Arts and Design

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Generic Topics N+R	All about me	Let's celebrate	Care for our world	Healthy me	Me and People in my community	Changing and growing
<p>Nursery objectives</p> <ul style="list-style-type: none"> - Explore different materials freely, in order to develop their ideas about how to use them. -Develop their own ideas and then decide which materials to use to express them. -Create closed shapes with continuous lines, and begin to use these shapes to represent objects. -Draw with increasing complexity and detail, such as representing a face with a circle and including details. -Use drawing to represent ideas like movement or loud noises. -Explore colour mixing. 						
Nursery	<p>Explore colour mixing with paint.</p> <p>Paint/draw self portraits and pictures of our families.</p>	<p>Collaborative artwork- Jaxon Pollock style art (fireworks)</p>	<p>Use recycling materials to make models.</p> <p>Pictures of animals- pets /insects/worms</p>	<p>Creative workshop- develop independence skills</p>	<p>Drawing pictures of people who help us.</p>	<p>Drawing/painting pictures of flowers and plants. drawings of life cycles</p>
<p>Reception objectives</p> <ul style="list-style-type: none"> - Explore, use and refine a variety of artistic effects to express their ideas and feelings. - Create collaboratively, sharing ideas, resources and skills. - Safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, form and function. - Develop their own ideas and then decide which materials to use to express them. - Share their creations, explaining the process they have used. 						
Reception	<p>Use a variety of materials and techniques independently at a creative workshop.</p>	<p>Explore paintings by Van Gogh and Monnet and use increasing skill to replicate the styles of paintings.</p> <p>Use clay and other materials to make a Diva lamp independently.</p>	<p>Design homes for animals/ insects using a variety of materials and techniques.</p>	<p>Develop Printing Technique to make fruit /veg printing patterns.</p>	<p>Use a variety of materials and techniques independently at a creative workshop.</p>	<p>Make detailed drawings of plants and animals life cycles.</p> <p>Use the creative workshop to create freely and share their creations with the class.</p>

Religious Education- Understanding the World

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Generic Topics N+R	All about me	Let's celebrate	Care for our world	Healthy me	Me and People in my community	Changing and growing
Nursery objectives - Celebrate and value cultural, religious and community events and experiences.						
Nursery	Talk about our families and how we are all different.	Take part in and talk about celebrations of Diwali, Hanukkah and Christmas		Take part in Easter celebrations.		
Reception objectives - Understand that some places are special to members of their community. - Recognise that people have different beliefs and celebrate special times in different ways. - 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.						
Reception	Talk about special places in our community.	Be able to talk about Diwali, Hanukkah and Christmas and know that some people believe in different religions and celebrate in different ways. Take part in celebrations of Diwali, Hanukkah and Christmas and be able to retell the Christmas, Diwali and Hanukkah stories.		Take part in Easter celebrations. Be able to retell the Easter story.		

Music- Expressive Arts and Design

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Generic Topics N+R	All about me	Let's celebrate	Care for our world	Healthy me	Me and People in my community	Changing and growing
<p>Nursery objectives</p> <ul style="list-style-type: none"> - Listen with increased attention to sounds. - Respond to what they have heard, expressing their thoughts and feelings. - Remember and sing entire songs. - Sing the pitch of a tune sung by another person (pitch match). - Sing the melodic shape (moving melody up and down, down and up) of familiar songs. - Create their own songs or improvise a song around one they know. - Play instruments with increasing control to express their feelings and ideas. 						
Nursery	<p>Listening to sounds and discriminating sounds of musical instruments</p> <p>Learn new rhymes and songs daily</p>	<p>Instruments used in groups to tell stories.</p> <p>Instruments used in celebration days.</p> <p>Learn new rhymes and songs daily.</p> <p>Christmas songs and performance</p>	<p>Learn new rhymes and songs daily.</p> <p>Exploration of instruments in continuous provision.</p>	<p>Learn new rhymes and songs daily.</p> <p>Songs taught with pitch match</p> <p>Easter songs and performance</p>	<p>Learn new rhymes and songs daily.</p> <p>Songs taught with melodic shapes.</p>	<p>Learn new rhymes and songs daily.</p> <p>Music week- own song and dance competition.</p>
<p>Reception objectives</p> <ul style="list-style-type: none"> - Listen attentively, move to and talk about music, expressing their feelings and responses. - Watch and talk about dance and performance art, expressing their feelings and responses. - Sing in a group or on their own, increasingly matching the pitch and following the melody. - Explore and engage in music making and dance, performing solo or in groups. - Perform rhymes, songs, poems and stories with others and- when appropriate- try to move in time with the music. 						
Reception	<p>Stage and instruments set up in continuous provision</p> <p>Unit 1 Oak National Academy</p>	<p>Stage and instruments set up in continuous provision</p> <p>Kapow Unit Celebration Music</p>	<p>Stage and instruments set up in continuous provision</p> <p>Kapow Unit Exploring Sound</p>	<p>Stage and instruments set up in continuous provision</p> <p>Kapow Unit Music and Movement</p> <p>Easter songs and performance</p>	<p>Stage and instruments set up in continuous provision</p> <p>Kapow Unit Musical Stories</p>	<p>Stage and instruments set up in continuous provision</p> <p>Kapow Unit Big Band</p> <p>Music week- own song and dance competition</p>

SMSC- Personal, Social and Emotional Development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive 9 relationships with adults enable children to learn how to understand their own feelings and those of others. Children should 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. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

ELG: Self-Regulation

Children at the expected level of development will:

- 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.

ELG: Managing Self

Children at the expected level of development will:

- 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.

ELG: Building Relationships

Children at the expected level of development will:

- 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.

PE- Physical Development

Physical Development Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives⁷. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. 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 adults, allow children to develop proficiency, control and confidence.

Reception and Nursery classes have an hour of planned PE sessions each week led by the PE team at River View.

ELG: Gross Motor Skills

Children at the expected level of development will:

- 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.

ELG: Fine Motor Skills

Children at the expected level of development will:

- 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.