

Purley Partnership Federation



Christ Church School

Vision: *"Together, inspiring excellence"*

Mission: *"Nurturing lifelong learners with God's guidance"*

Values: **"Love, Courage, Honesty, Faith and Forgiveness"**

Early Years Foundation Stage Reception



Dear Parent

This booklet provides you with details of the framework your son / daughter will follow in Reception at Christ Church Church of England Primary School. It will allow you to understand the intent of our approach, give you some suggestions for home learning opportunities and further suggestions of how you might be able to support your child's learning outside of school.

Please do not hesitate to contact your child's class teacher in the first instance should you have any questions about the school's offer. They can be contacted using the email addresses which have been emailed to parents, or via office1@christchurch.croydon.gov.uk.

I hope that you will find this information useful.

Regards

Mrs Jo Richardson

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[#Nurturing lifelong learners with God's guidance](#)
[#Together inspiring excellence](#)

Love **Courage** **Honesty** **Faith** **Forgiveness**

Christ Church School Statement of Intent for Reception

Within Christ Church, the Early Years are highly valued and it is recognised by all staff that a successful Reception year can really support the progress of a child throughout their education.

Our Early Years setting aims to support our pupils' development holistically. We are intentional about nurturing the 'whole child' in terms of emotional, social and spiritual development, alongside their academic journey. We cover all areas of the Early Years Foundation Stage framework across our setting and are conscious about giving children diverse and meaningful experiences to develop their language and understanding of the world. We understand that children learn best when they follow their own interests so we carefully structure our teaching and learning around these opportunities. We have worked hard to create diverse learning opportunities to ensure that all children feel that their cultures, traditions and backgrounds are explored and celebrated.

Adults are expected to:

- be responsive and sensitive to children's needs and motivations
- Value each other, all children as individuals and their families.
- Manage and maintain the learning environment to ensure that it is accessible, clean, safe and attractive.
- Continually evaluate and make changes to ensure it reflects the interests and communities we work within.

Adults will:

- reflect on how they are meeting children's needs and following their motivations
- listen and respond to children's talk and ideas
- observe, record and assess children's progress, development and achievements
- work closely and cooperatively with each other, parents and other professionals
- evaluate the impact of our practice as part of our school monitoring process.

We want all children to:

- feel happy, healthy and secure
- be autonomous and independent - making decisions and choices for themselves
- be respectful of themselves, others and the resources and environment they share
- be active and inquisitive learners with the confidence to explore and take risks through a range of opportunities.
- feel free to explore their individual spirituality.

Spiritual, Moral, Social and Cultural Education in History

We promote spiritual development	<p>By allowing all children to participate in daily collective worship. We encourage children to reflect and feedback both individually and as a group to stories from the Bible and worship songs that they learn. Children also become comfortable with being able to pray with the class and are invited to pray at the end of every day for themselves and for those who are special to them.</p> <p>In Reception, children encounter weekly Religious Education lessons which structure an exploration of the Christian faith and the impact of this on their own lives.</p>
We promote moral development	<p>By using the teachings of Jesus from the Bible, adults help the children to explore the values that they hold intrinsically and reflect on whether these values reflect those taught by Jesus.</p> <p>We also decide on class rules as a collective, using the values of the school as a basis for forming these.</p>
We promote social development	<p>Reception is built to accommodate and promote the development of social development. Using games, activities, stories and other various approaches, children are encouraged to talk to their peers and adults, solving problems and building on ideas.</p> <p>By introducing pupils to 'busy time' where they are encouraged to explore the setting through playing independently and navigate new relationships by playing with others.</p>
We promote cultural development	<p>By intentionally reading stories from a range of backgrounds and cultures we hope that pupils see themselves represented and valued in the setting.</p> <p>Children have the opportunity to learn about other cultures around the world and experience various music and foods traditional to particular cohorts of people.</p> <p>We invite families into the setting to inform the children about their own skills and experiences, to broaden the children's understanding of the wider community.</p> <p>Children in reception also have a range of experiences outside the classroom, visiting various places in the local area and places of interest.</p>

Early Years Framework

In Reception we follow the Early Years Framework which is a set of statements addressing child development and key milestones in a child's early life.

The approach is based on 4 key principles:

- **A Unique Child:** Child development, inclusive practice, keeping safe and health & wellbeing
- **Positive Relationships:** Respecting each other, parents as partners and supporting learning
- **Enabling Environments:** Observation, assessment & planning, supporting every child, the learning environment and the wider context
- **Learning and Development:** Play & exploration, active learning and creativity & critical thinking

In reception there are **7 areas of learning**- the **prime areas** and **specific areas**.

The prime areas underpin all that we do in the EYFS. These areas lay the foundations for a child's success in all areas of learning.

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

The specific areas provide the experiences and opportunities to broaden your child's skills and knowledge.

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

The information below details the '**Early Learning Goals**' (ELGs). The **ELGs** summarise the knowledge, skills and understanding that we want your child to have gained by the end of the reception year.

Communication and Language

ELG: Listening, Attention and Understanding

Children at the expected level of development will:

- 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.

ELG: Speaking

Children at the expected level of development will:

- 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.

Personal, Social and Emotional Development

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.

Physical Development

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.

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.

Mathematics

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.

Understanding the World

ELG: Past and Present

Children at the expected level of development will:

- 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.

ELG: People, Culture and Communities

Children at the expected level of development will:

- 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.

ELG: The Natural World

Children at the expected level of development will:

- Explore the natural world around them, making observations and drawing pictures of animals and plants;
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Expressive Arts and Design

ELG: Creating with Materials

Children at the expected level of development will:

- 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.

ELG: Being Imaginative and Expressive

Children at the expected level of development will:

- 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.

Area of learning: Literacy

Framework Content

'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).' - DfE March 2021

Parents can help their children by

5 minutes reading every day
Read a range of books
Writing names in birthday cards
Talking about sounds around them
Pointing out print in the world around them

Useful websites

Little Wandle:
<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>
Phonics games:
<https://www.phonicsbloom.com/uk/game/list/phonics-games-phase-2>

Area of learning: Communication and Language

Framework Content

'The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.' - DfE 2021

Parents can help their children by	Talking to your child with good eye contact Reduced screen time Echoing back incorrect speech correctly Using the correct names for objects Read a range of stories to build vocabulary Visit some places of interest which would promote specific vocabulary
Useful websites	Nursery rhymes https://www.youtube.com/watch?v=buE6l32rCHo Communication and language explained https://www.earlyyears.matters.co.uk/our-services/school-and-nursery-improvement-partner/communication-and-language-cl/ For children with English as an additional language https://learnenglishkids.britishcouncil.org/games

Area of learning: Personal, Social and Emotional Development

Framework Content

'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 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.' - DfE 2021

Parents can help their children by	Model how to conversate with others Arrange playdates with friends Play games using rules Set clear boundaries Discuss feelings and emotions Show how to take turns Allow your child to experience losing a game Find value in the things that your child does or makes
Useful websites	Exploring emotions https://pbskids.org/pinkalicious/games Using the toilet https://www.youtube.com/watch?v=0z5G7OXG6MY Oral health (brushing teeth) https://www.youtube.com/watch?v=wCio_xVlgQ0

Area of learning: Mathematics

Framework Content

'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.' - DfE 2021

Parents can help their children by	Singing counting songs like 5 Little Monkeys Talk about the numbers you see e.g. on car registration plates Give numbers value e.g. you can have 3 smarties Use words including; big, small, full, empty, heavy, fewer, greater
Useful websites	Counting games https://www.topmarks.co.uk/maths-games/3-5-years/counting Subitising https://www.bbc.co.uk/bitesize/topics/zs3j2v4/articles/zf3r96f 2D shapes https://www.topmarks.co.uk/early-years/shape-monsters

Area of learning: Physical Development

Framework Content

'Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. 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.' - DfE 2021

Parents can help their children by

Visit parks, allowing your child to climb
Encourage children to walk rather than use a buggy when appropriate
Allow your child to use cutlery
Give them a range of resources to mark make; chalk, crayons, paint

Useful websites

Pencil grip song <https://www.youtube.com/watch?v=1j0rPflY8-k>
Dough disco fine motor
<https://www.youtube.com/watch?v=qnpILg6l6Nk>

Area of learning: Understanding the World

Framework Content

'Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.' - DfE 2021

Parents can help their children by	Give your child an understanding of their place in their family Share a variety of books both fiction and non-fiction Encourage your child to ask questions about the world around them Visit meaningful places in the community Take your child to local shops Allow them to handle money with supervision
Useful websites	Activities for Understanding of the world https://www.family.co/blog/eyfs-focus-9-activities-to-help-kids-in-understanding-the-world

Area of learning: Expressive Arts and Design

Framework Content

'The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. 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.' - DfE 2021

Parents can help their children by	Engage in messy play Talk to your child about what they have made and its purpose Help them to use scissors correctly
Useful websites	Ideas for art at home https://www.parents.com/fun/arts-crafts/easy-art-activities-for-kids-to-do-at-home/ Holding scissors correctly https://www.youtube.com/watch?v=4zBYMqrm_RE

Overview of learning

In Reception, there is no set curriculum, instead practitioners react to the interests of the children on a daily, weekly, monthly and termly basis to help maintain engagement with learning. The document below details the overview of learning based on loose expectations of child development. This is subject to change depending on the cohort of children, their experiences and their paths of curiosity.

Procedural Knowledge Map 2022/2023 (subject to change)

Reception	Autumn 1 <u>What's new?</u> <u>Our place in the world</u> (settling and exploring/ new relationships/ routines/ lunches/ expectations/ emotions/where we live/families communities/ how we get to school) BLP: Questioning + imitate + become absorbed	Autumn 2 <u>Looking back and looking forward</u> (self esteem/ portraits/ local area/ clubs/ heritage/ culture/ personal histories/ exploring babies/jobs- people who help us- nurses/doc/midwives/ Nicki with baby) BLP: Empathise and listen + collaborate + persevere	Spring 1 <u>Celebrating stories</u> (Listening, attention and concentration/ culture/ the world/ rhyme/ helicopter stories/ writing books/ counting books/ mini books/ rehearsing and retelling/ story language) BLP: Imagining and managing distractions	Spring 2 <u>Changes</u> (Pants rule/ changes in the spinney/ historical changes/ dino extinction?/ climate change) BLP: Planning + notice attentively + be a meta learner	Summer 1 <u>The natural world</u> (independence and resilience/ pride/ achievements/minibeasts/types of trees/ growing/ vegetable patch) BLP: Revising and making links	Summer 2 <u>Moving on (transition)</u> BLP: Capitalise and distil
Literacy	-Fine motor grip -Drawing circles and lines -Mark making outside with paintbrushes/ rollers/ chalk/ brooms -Recognising name-self registration? -Finding names on pegs with pictures -Listening to stories Little Wandle	-Name copying/ mark making for names (cards) -Representing some letters accurately in mark making -Gross motor mark making -Painting with big brushes -Phonics books -Reading for pleasure -Answer 'what' questions -Noticing text in the environment -Helicopter stories Little Wandle Children in groups who are blending	-Initial and final sounds -CVC words -Writing for a purpose -Captions and labels -Phonics books -Reading for pleasure -Answer 'who/where' questions -Noticing text in the environment -Common exception words -Highlight cusp and low writers to focus for writing 2 or 3 times per week Little Wandle	-Extend vocabulary through retelling -Use phonic knowledge to -Spell simple words and write simple captions -Phonics books -Reading for pleasure -Answer 'why' questions -Using vocabulary from stories spontaneously -Common exception words -Rhyme in books Little Wandle	-Use phonics to Spell -Write simple sentences -Read and write common exception words -Giving preferences about stories -Answer 'how' questions -Finding links -Rhyme Little Wandle	-Use phonics to spell words and write sentences. -Use phonic knowledge to read own work aloud. -Read and write common exception words Extended writing and transition skills -Reading more independently -Choosing using preferences Little Wandle
Communication and Language	-Enjoy listening to stories and recall parts of familiar stories -Requesting stories	-Enjoy communicating with others in role play -Learn simple rhymes/poems -Listen attentively	-Respond/retelling stories -Extension of vocab used during imaginary play -Describing events-recount	-Listen carefully to rhymes -non-fiction books and recalling facts -Dive deeper into vocab for	-Negotiate with peers -Listen and respond to others -Telling own stories in full sentences	-Listen attentively 1-1, small group and whole class -Hold conversations -Use specific and appropriate vocabulary

	<ul style="list-style-type: none"> -Creating home-style reading area -single channelled attention -Singing familiar songs/ poems -Vocab: Playing and conversational -Following 1 step instructions 	<ul style="list-style-type: none"> -Express needs and wants -Give reasons using conjunctions -Using social phrases for different parts of the day -Show and tell -Following 2 step instructions 	<ul style="list-style-type: none"> -Build poetry repertoire -Communicate to problem solve -How to ask with respect -Show and tell -Following more complex instructions 	<ul style="list-style-type: none"> non-fiction interests (topical) -Show and tell -How to ask a question 	<ul style="list-style-type: none"> -Show and tell -Asking questions more independently 	<ul style="list-style-type: none"> -Speaking in full sentences with tenses and conjunctions -Show and tell
Personal, Social and emotional development	<ul style="list-style-type: none"> -Settling -Regulating worry-self settling -Starting new relationships -Introduce emotion vocabulary- happy, sad/ upset, angry, worried, excited, nervous, calm (zones of regulation) -Adults to support with co-regulation -Toileting -Play with things which are familiar - self selecting -Boundaries and routines 	<ul style="list-style-type: none"> -Self-esteem building -How to say kind things to your friends -Talk positively about themselves -Celebration wall - child led work -Toileting -Engage in new experiences and show motivation -Talent show/ circle time sharing- things that I'm good at 	<ul style="list-style-type: none"> -Showing respect to others -Expecting respect from others -Dealing calmly with conflict -self-regulation with disappointment and frustration -Healthy eating choices- snack -Oral health -Concentrate and keep on trying -Discuss feelings in the moment (self registration emotion chart) -Engaging in play with others -Seeking out others for play 	<ul style="list-style-type: none"> -Consequences of actions -Setting goals about what they'd like to achieve in their play -Looking after our bodies -Build resilience to continue even with difficulties (BLP) -Co-regulate with peers -Building on play-responding to others 	<ul style="list-style-type: none"> -Consequences of actions and boundaries -Cooperative play experiences -Exploring how emotions change during the day/ week/ month/ year -Develop own ideas in play-making decisions -Compromising in play 	<ul style="list-style-type: none"> -Show feelings -Develop concentration -Having positive relationships -Show learnt empathy -Develop strategies and problem solve when facing difficulties
Mathematics White Rose sequencing	<ul style="list-style-type: none"> -Matching and sorting. -Making comparisons (quantities and mass) -patterns. -Input practice/warm ups: -Number recognition flashcards. -Numbers which have personal significance 	<ul style="list-style-type: none"> -Representing 1, 2, 3. -Comparing 1, 2, 3 -Composition of 1, 2, 3 -Triangles and circles. -4 & 5 -1 more 1 less, -shapes with 4 sides. Input practice/warm ups: -Number recognition flashcards. -Subitising. 	<ul style="list-style-type: none"> -Understanding zero -Comparing numbers to 5. -Composition of 4 and 5 -Compare mass -Compare capacity -6, 7, 8 -Making pairs Input practice/warm ups: -Number bonds to 5. 	<ul style="list-style-type: none"> -9 and 10 -Comparing numbers to 10 -Number bonds to 10 -3D shapes and pattern -Consolidation 3 weeks Input practice/warm ups: -subitising. -Odds and evens 	<ul style="list-style-type: none"> -Building numbers beyond 10 -Counting patterns beyond 10. -Spatial reasoning* -Adding more -Taking away Input practice / warm ups: -count by 10s. 	<ul style="list-style-type: none"> -Doubling -Sharing and grouping -Odds and evens -Spatial reasoning* -Deepening understanding* -O'clock introduction. -Timing - how many seconds. Input practice/warm ups: -number bonds to 5.
Physical Development	<ul style="list-style-type: none"> -Core strength development (tummy time/ upright positions at tables and floor) -Gross motor skills outside- large shoulder movements- large art equipment -Write Dance 	<ul style="list-style-type: none"> -Large apparatus - how to use and move on them safely -Gross motor skills outside- shoulder and wrist movements -How to use scissors -How to move large objects (Spinney etc) 	<ul style="list-style-type: none"> -Balance and regulation when moving -Taking risks in the outdoor classroom- jumping onto crash mats -Obstacle races -Big threading -Large needle sewing 	<ul style="list-style-type: none"> -Catching and throwing -How to use bats and balls -Post-it writing -Dolls house manipulation with loose parts -Tweezers -Adventure playground 	<ul style="list-style-type: none"> -Racing/ coordination (dance) -Keeping in time with music -Tiny controlled movements (hammers and nails) 	<ul style="list-style-type: none"> -Team games -Move with confidence and know different ways to move -Pencil control -Cutting complex shapes -Making small controlled movements

	-What happens to our bodies after exercise? -Large writing opportunities	-Write Dance -Dough Disco -Sensory writing opportunities	-Smaller pencils -Writing stations -Smaller space writing (cards)			
Understanding of the world	<p>Science links: Winter in the Spinney Magnifying glasses Exploring magnets Measuring based on comparisons Cooking Who is in your family?</p> <p>Geography links: Jobs their families do What is a globe and what does it show? What's in the local community? Walk to school survey Places of interest in Purley Communities I belong to- family, enrichment, religious Which country do we live in? Maps- walking to school Visit Purley Library</p> <p>History links Old toys- would you like to play with these? Looking Video cassettes/ CD's/ old music tech provocations- saying what they see How has Purley changed? Milk delivery etc</p>	<p>Science links: Winter in the Spinney Playing with Ice How to use pipettes Cooking Counting pupils- comparisons with numbers of pupils. Baby pictures</p> <p>Geography links: How has the world changed? Window Jeannie Baker. How will it change in the future? Places of interest important to them (family, holidays) How has Purley changed?</p> <p>History links Ordering pictures of themselves (chronologically) What were you like as a baby? Nicki and baby to visit</p>	<p>Science links: Spring in the Spinney What's changing in the Spinney? Adding water to sand Corn flour texture changes Cooking</p> <p>Geography links: Differences between localities Weather in springtime Where are your families from? (Google Earth and display) Handling an atlas Difference between land and sea Maps of familiar stories- e.g. three little pigs</p> <p>History links Old technology- phones/ cameras- old images- disposables- sorting using 'newest' and 'oldest' Nicki and baby to visit</p>	<p>Science links: Spring in the Spinney Naming plants and leaves in the Spinney Observational drawings and labelling diagrams Experiences with animals Manmade and natural comparisons Toast/ Jelly How to use a syringe Living things- snails/ chicks/ tadpoles (how to care for...) Toast/ Jelly/ corn flour- changes in state</p> <p>Geography links: Looking at maps of the area</p> <p>History links Old ways of cooking (Spinney)- old family recipes Looking at things from 2018 and making comments Nicki and baby to visit</p>	<p>Science links: Summer in the Spinney Melting chocolate Recognising bird song Floating and sinking Looking for patterns (e.g. height and foot size/hand span) Types of trees</p> <p>Geography links: Important people in the community- police etc Differences between localities- beach Local maps- easy with places of interest in Croydon</p> <p>History links Looking back and looking ahead to the future How has the Spinney changed? Nicki and baby to visit</p>	<p>Science links: Summer in the Spinney Weather in summertime Bug hotels etc- sorting and classifying</p> <p>Geography links: Maps- Places of interest in London</p>

<p>Expressive Arts and Design</p>	<ul style="list-style-type: none"> -Obvious and planned marks -Paint 3D objects -Experiment with mixing colours -Describe work giving meaning to the marks they have made -Holds scissors correctly -Self portrait with charcoal and mirror -Salt dough/ moon sand/ plain dough -Join in with known songs and rhymes -Respond to music using voice or body -Family musical contributions 	<ul style="list-style-type: none"> -Explore and recreate textures and patterns with a range of large materials (e.g. junk modelling) -Connect with glue -Printing with paint and various materials -Collaborative art -Holds scissors correctly -Cut straight lines -Experiment with wrapping materials -Scented dough- herbs etc -Coloured dough with tools- how to shape a pot -Listen to different types of music -Explore sounds which can be made with bodies -Nativity performance/ shared experience -Have opportunities for free dance 	<ul style="list-style-type: none"> -Folding card / paper -Sticky tapes -Use wood work tools to combine two objects (Spinney) -Hole punch double -Sticky tack -Cutting a range of materials -Using clay- making a brick, smoothing and how to manipulate and wedge -Explore instruments -Learn new songs -Perform in groups -volunteer to perform solos -Special family songs 	<ul style="list-style-type: none"> -Use dexterity to combine materials with elastic bands and large paper clips -Stitching - hole punch and lace/wool/ string -Treasury tags -Complex folding and tearing -Create patterns -Understand various materials can be combined to create new effects -Music from around the world 	<ul style="list-style-type: none"> -Replicating techniques used by notable artists and designers -Create a colour wheel -Creates representations of events, people, and objects. -Use colour to represent feelings -Use some ideas from artists to create own piece -Cut circular shapes -Performing with instruments in continuous provision 	<ul style="list-style-type: none"> -Replicating techniques used by notable artists and designers -Stitching - large blunt ended darning needle and embroidery thread -Glue gun -Split pins and small paperclips -Select the most appropriate tool to shape assemble and join. -Creates representations of events, people, and objects. -Self portrait
<p>Possible Visits Events School charter</p>	<p>Rotary field- PE Read with older children</p>	<p>Travel on a bus Spend time in the dark - Spinney and hot chocolate Nativity Read with older children Library visit</p>	<p>Plant vegetable patch Supermarket to buy food Read with older children Spend time in the dark - Spinney and hot chocolate Pizza Express- healthy eating</p>	<p>Visit from people who help us Church Bus to Purley Beeches Read with older children</p>	<p>Train to Crystal Palace Read with older children</p>	<p>Farm</p>