

Cycle 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Learning Journey: NB: These themes may be adapted at various points to allow for children's interests to flow through the provision WELL-BEING & Behaviour For Learning</p>	<p>1,2,3 It's Good to Be Me!</p> <p>Starting school My new class Rules and routines New beginnings Being unique Staying healthy Human body How have I changed? My family PSED focus What am I good at? How do I make others feel? Being kind and staying safe Harvest</p>	<p>We're Going on a Bear Hunt!</p> <p>Habitats Animals Different types of bears Teddy bears over time Texture Maps Senses Onomatopoeia Repeated refrains The Nativity The Christmas Pantomime Christmas Lists Letter to Father Christmas</p>	<p>The Land Before Time</p> <p>Classifications Vocabulary – introduce polysyllabic words and encouragement to try and pronounce them correctly. Extinction Changes over time Land Size, shape and pattern Weight Movements Knowledge of the world Dinosaur museum Seasons changing Freezing and melting/ exploring changes in state.</p>	<p>A Ticket Around the World</p> <p>How do I get there? Where in the world have you been? Where do we live in UK/world? Fly me to... Vehicles past and present. Design your own transport. Bus journey Maps Air, land, and water Sensory play and textures Mechanics Role play with tickets</p>	<p>Once Upon a Time</p> <p>Traditional Tales Familiar tales Story structures Characters What is a traditional tale? Changing stories Library visits Role-play Singing and Dancing</p>	<p>To The Rescue!</p> <p>Superheroes People who help us Visit from school nurse Visit from a dental nurse Fly Fest</p>
<p>Key Texts & Old Favourites</p>	<p>The Colour Monster Funny Bones My Five Senses Brown Bear, Brown Bear, what do you See? Julian is a Mermaid Ruby's Worry Tango Makes Three The Squirrels Who Squabbled Fill My Bucket The Lion Inside All Are Welcome Elmer Owl Babies Ravi's Roar The Little Red Hen The Scarecrow's Wedding</p>	<p>Peace at Last No Bears About A Bear I Love Bears <i>Remember, remember the fifth of November</i> <i>The Jolly Christmas Postman</i> <i>Christmas Story/ Nativity</i> <i>Rama and Sita</i> Harry and the Dinosaurs make a Christmas Wish Lost and Found The Snowman Snowball</p>	<p>Harry and his Bucketful of Dinosaurs. Bumpus, Jumpus Dinosaurrumpus Dinosaur Roar How Dinosaurs Really Were Romp in the Swamp The Super Swooper Non-Fiction Dinosaur texts <i>I can see in Winter</i> <i>Winnie the Witch in Winter</i> <i>A Loud Winters Nap</i> <i>One snowy Night</i></p>	<p>Last Stop on Market Street Mr Gumpy's Outing Mrs Armitage on The Big Red Bus The Naughty Bus The Runaway Train Things That Go Transport Around the World Handa's Surprise The Cloud Spotter Emma Jane's Aeroplane</p>	<p>Goldilocks at the Three Bears Beware of the Bear Jack and The Beanstalk Jack and the Jellybean stalk The Three Little Pigs The Three Little Wolves and the Big Bad Pig The Three Billy Goats Gruff The Three Billy Goats Fluff The Gingerbread Man Little Red Riding Hood The Way Home for Wolf</p>	<p>Fighting a Fire Freddy's Visit to the Doctor Imran's Clinic Visiting the Dentist Look at Me Mega Boy Super Daisy Supertato and the Supertato collection Underpants Wonderpants</p>

<p>Poetry Basket Links (Reception)</p>	<p>Chop Chop – four line Pointy Hat – four line Five Little Pumpkins – 8 line Wise Old Owl – 4 line Falling Apples – 4 line A Basket of Apples – 6 line</p>	<p>Leaves are falling – 8 line Breezy Weather – 4 line Who Has Seen the Wind – 8 line Cup of Tea – 6 line Mice – 8 line Shoes – 8 line</p>	<p>Popcorn – 6 line A Little house – 8 line Pancakes – 6 line Let’s Put On Our Mittens – 6 line I can Build a Snowman – 4 line Carrot Nose – 4 line</p>	<p>Spring Wind – 8 line Furry Furry Squirrel – 8 line Hungry Birdies – 4 line A Little Seed – 6 line Stepping Stones – 6 line Mrs Bluebird – 4 line</p>	<p>I have a little frog – 8 line Dance – 4 line Pitter Patter – 6 line Sliced Bread – 4 line A Little Shell – 8 line The Fox – 6 line</p>	<p>Five Little Peas – 6 line Monkey Babies – 8 line Thunderstorm – 6 line Five Little Owls – 8 line If I Were So Very Small – 8 line Under a Stone – 6 line</p>
<p>Nursery Rhymes (Nursery)</p>	<p>Twinkl Twinkl Little Star Baa Baa Black Sheep Wind The Bobbin Up</p>	<p>Twinkl Twinkl Chocolate Bar Baa Baa Spotty Sheep Old McDonald Had a Farm</p>	<p>Humpty Dumpty I’m a Little Teapot Incy Wincy Spider</p>	<p>The Wheels On The bus London Bridge is Falling Down Row Row Row Your Boat</p>	<p>Peter Rabbit Tiny Tim Baby Bumble Bee</p>	<p>Miss Polly Had a Dolly Pat-A-Cake Pat-A-Cake Finger Family</p>
<p>Stunning Start</p>	<p>➤ Children to start their educational journey at Glynne.</p>	<p>➤ Go on a bear hunt!</p>	<p>➤ Discovery of a Dino egg and giant footprint.</p>	<p>➤ Handa’s Surprise – An arrangement of exotic fruits. Children to have a banquet.</p>	<p>➤ Goldilocks clues: bear paw prints, honey, porridge oats and broken chair scattered in provision.</p>	<p>➤ The evil pea trap!</p>
<p>Marvellous Middle</p>	<p>➤ Children to bring in their family photographs.</p>	<p>➤ Teddy Bears Picnic</p>	<p>➤ Where has the pterodactyl gone? (In the ceiling)</p>	<p>➤ Encourage children to go on a bus with their parents.</p>	<p>➤ Three Billy Goats Gruff clues: Troll snot, hair, cuffs and chicken feathers in the outdoor area.</p>	<p>➤ Key worker visitor</p>
<p>Fantastic Finish</p>	<p>➤ I am special because... certificate.</p>	<p>➤ Bears arriving from Father Christmas/ We’re Going on a baby hunt performance.</p>	<p>➤ Dinosaur museum - Nursery children to attend.</p>	<p>➤ Different vehicles to come into school.</p>	<p>➤ Dress up as a fictional traditional tale character.</p>	<p>➤ End of year production/When I grow up video. ➤ What has made you super this year?</p>
<p>Enrichment / General Themes (Add to this throughout the year)</p>	<p>Black History Month Harvest Time</p>	<p>Guy Fawkes / Bonfire Night Diwali Remembrance Day Christmas Time / Nativity – We’re Going on a Baby Hunt Children in Need Anti- Bullying Week</p>	<p>Chinese New Year LENT Story Telling Week Random Acts of Kindness Week Mental Health Awareness week – spa days Valentine’s Day Internet Safety Day</p>	<p>Easter time Mother’s Day Queen’s Birthday</p>	<p>Start of Ramadan Eid</p>	<p>Father’s Day Heathy Eating Week World Environment Day</p>

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<p>Our Values:</p> <p>We will cover all British values alongside the values of our school. We will 'dip in and out of each area' each term as and when we need to.</p>	<p>Mutual respect</p> <ul style="list-style-type: none"> ➤ We are all unique. ➤ We respect differences between different people and their beliefs in our community, in this country and all around the world. ➤ All cultures are learned, respected, and celebrated. 	<p>Mutual Tolerance</p> <ul style="list-style-type: none"> ➤ Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. ➤ Mutual tolerance of those with different faiths and beliefs and for those without faith. 	<p>Rule of law</p> <ul style="list-style-type: none"> ➤ We all know that we have rules at school that we must follow. ➤ We know who to talk to if we do not feel safe. ➤ We know right from wrong. ➤ We recognise that we are accountable for our actions. ➤ We must work together as a team when it is necessary. 	<p>Individual liberty</p> <ul style="list-style-type: none"> ➤ We all have the right to have our own views. ➤ We are all respected as individuals. ➤ We feel safe to have a go at new activities. ➤ We understand and celebrate the fact that everyone is different. 	<p>Democracy</p> <ul style="list-style-type: none"> ➤ We all have the right to be listened to. ➤ We respect everyone and we value their different ideas and opinions. ➤ We have the opportunity to play with who we want to play with. ➤ We listen with intrigue and value and respect the opinions of others. 	<p>Recap all British Values</p> <ul style="list-style-type: none"> ➤ Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. ➤ Fundamental British Values are not exclusive to being British and are shared by other democratic countries.
Assessment opportunities – Nursery	Baseline via observations. Set up pupil progress trackers. Input Autumn 1 data to Integris.	Ongoing formative assessments. Pupil progress meetings. Parents evening info. Internal moderation. Autumn 2 data- Integris.	Ongoing progress trackers. Wellcomm screen children. Rescreen chn on the appropriate Wellcomm band.	Ongoing progress trackers. Spring 2 data – Integris. Internal moderation. Pupil progress meetings. Parents evening info.	Ongoing progress trackers. Rescreen children on the appropriate Wellcomm band. Phonics checks	Pupil progress meetings. Parents evening info. EOY data. Internal moderation. Phonics checks. Final Wellcomm screening.
Assessment opportunities – Reception	Analyse Nursery Assessments from previous year. National Baseline data by end of term. Set up pupil progress trackers. Input Autumn 1 data- Integris. Phonics checks.	Ongoing progress trackers. Baseline analysis. Wellcomm screen chn. Pupil progress meetings. Autumn 2 data – Integris. Internal moderation. Phonics Checks.	Ongoing progress trackers. Rescreen chn on the appropriate Wellcomm band. Phonics checks.	Ongoing progress trackers. Spring 2 data – Integris. Internal moderation. Pupil progress meetings. Parents evening info.	Ongoing progress trackers. Rescreen chn on the appropriate Wellcomm band. Phonics checks.	Pupil progress meetings. Parents evening info. EOY data - GLD. Internal moderation. Phonics checks. Final Wellcomm screening.

Characteristics of Effective Learning (COEL)

Characteristics of Effective Learning

Playing and exploring: - Children investigate and experience things, and ‘have a go’. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning

Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.

Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.

Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.

Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.

Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.

Learning and Development: Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.

PLAY: We understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of ‘Learning through play. PLAY is essential for children’s development across all areas. Play builds on children’s confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.

We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.

Early Learning Goals – for the end of the year - Holistic / best fit Judgement!

Communication and Language	Personal, social, emotional development	Physical Development	Literacy	Mathematics	Understanding the World	Expressive arts and design
<p>ELG: Listening, Attention and Understanding Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions Make comments about what they have heard and ask questions to clarify their understanding Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p> <p>ELG: Speaking 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.</p>	<p>ELG: Self-Regulation 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.</p> <p>ELG: Managing Self 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.</p> <p>ELG: Building Relationships 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.</p>	<p>ELG: Gross Motor Skills 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.</p> <p>ELG: Fine Motor Skills 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.</p>	<p>ELG: Comprehension 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.</p> <p>ELG: Word Reading 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.</p> <p>ELG: Writing 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.</p>	<p>ELG: Number 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.</p> <p>ELG: Numerical Patterns 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.</p>	<p>ELG: Past and Present Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>ELG: People, Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p>ELG: The Natural World 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.</p>	<p>ELG: Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.</p> <p>ELG: Being Imaginative and Expressive 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.</p>