



EYFS

Personal safety and well-being

As part of the EYFS for Health and self-care: children learn the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They learn to manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. The children are also taught to understand the importance of physical activity, and to make healthy choices in relation to food. In Personal, social and emotional development children develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

Every term, the children are given the opportunity to explore new environments and experiences on school trips. These range from local walks to visits further afield such as the beach and the theatre. This gives us the chance to teach the children a range of life skills including how to be safe when out and about.

Circle times are used as an opportunity to explore emotions and share their thoughts and feelings.

Creativity

The child-initiated approach in the early years promotes the children's creativity and capacity to learn. The children are extended by the provision of support for their curiosity, exploration and play. They are provided with opportunities to explore and share their thoughts, ideas and feelings, for example, through a variety of art, music, movement, dance, imaginative and role-play activities, mathematics, and design and technology. The children have access to rich stimulating environments which fosters the children's creativity.

Independence & confidence

An induction program is in place for when children begin nursery and reception in order for the children to settle quickly and confidently. The provision extends the choice and control that children have over their learning and the freedom they enjoy and fosters confidence and self-esteem. The children are confident to try new activities, and say why they like some activities more than others. They become confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help. In the Foundation Stage

children learn to be strong and independent through building positive relationships with other children and members of staff.

Responsibility

We believe it is the responsibility of the children to make good choices at all times. This will lead to the children behaving well and building up and maintaining good relationships. The children are also encouraged to take responsibility for equipment within the early years setting. Children follow the schools behaviour system that is displayed and actively used in each classroom. The children are given age appropriate responsibilities within class life. These include classroom helper roles which include; tidy team monitors and emptying the recycling bin.

Pride

Our aim is to provide a lively, stimulating, exciting environment in which our children can learn. To this end, all staff regard the learning environment and displays to be of vital importance. We believe that one of the aims of classroom and school displays is to encourage children to have pride in their work and achievements by demonstrating that we value their work and learning. There are many prominent displays in the school which showcase and celebrate individual achievements across the school. These include, Writer of the Week, A Sports Notice Board, A Home Learning Board and Pupil Leadership Board.

Team work

As part of the early year's curriculum the children are taught to play co-operatively, taking turns with others. They learn to take account of one another's ideas and about how to organise an activity. They develop the skills to show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. The provision in the early year's classrooms fosters children's respect for others and offers opportunities for social interaction. The children in nursery and reception are in mixed gender groups which encourage and team work.

Resilience & determination

The early year's staff teach children by ensuring challenging, playful opportunities across the prime and specific areas of learning and development. They foster the characteristics of effective early learning; playing and exploring, active learning and creating and thinking critically.

	Autumn	Spring	Summer
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<p>All about me</p> <p>-to talk about things which are important to me.</p> <p>Emotions</p> <p>-to name the feelings – <i>happy, sad, angry, tired and surprised.</i></p> <p>-to be aware of our own feelings and learn how to control them.</p>	<p>Bonfire Night</p> <p>-to talk about fireworks which we have seen and describe them.</p> <p>-to experiment with tools and techniques to create firework pictures.</p> <p>Christmas</p> <p>-to learn how Christmas is celebrated and to imitate events and actions in our play.</p> <p>-to describe how Christmas is a special time for our family and friends.</p> <p>Theatre Trip</p>	<p>Weather</p> <p>- to observe and name different types of weather – sunny, rainy, windy, foggy, snowy.</p> <p>Chinese New Year</p> <p>-to learn that this Chinese New Year is the year of the <i>rat.</i></p> <p>-to learn how Chinese New Year is celebrated and to imitate events and actions in our play.</p>	<p>People Who Help Us</p> <p>-to name 5 different people who can help us – <i>fire fighter, police, paramedic, doctor, teacher.</i></p> <p>-to talk about the role of different people who help us and how they help us.</p> <p>Fire Station trip.</p> <p>Nursery Rhymes</p> <p>-to join in with / sing familiar nursery rhymes.</p> <p>-to talk about and role play characters and</p>	Favourite Stories	Pirates and Under The Sea

Reception	<p>Something Special</p> <ul style="list-style-type: none"> - to develop language to talk about themselves and special events - understand that others may have different experiences to themselves. - to develop a feeling of being part of a family and a class 	<p>Celebrations</p> <p>Diwali</p> <ul style="list-style-type: none"> - to know some ways in which Diwali is celebrated - to know that Diwali is a celebration of light <p>Autumn/Harvest festival</p> <ul style="list-style-type: none"> - recognise changes in the environment as Autumn occurs. - to know what Harvest Festival incorporates - to develop a basic understanding of healthy eating <p><i>Gruffalo Trip</i></p> <p>Christmas</p> <ul style="list-style-type: none"> - To know the basic nativity story - Develop confidence through the production <p><i>Theatre Trip</i> <i>Post Office</i></p>	<p>Once upon a time</p> <p>Reading and retelling a large range of traditional tales.</p> <p>Links to measure Changes in materials (see 'topic planning web fairy tales' or 'skills web fairy tales' for more ideas!!)</p> <p>World Book Day</p> <ul style="list-style-type: none"> - To understand there are different genres of book, fact, fiction, stories and poetry. - To know how to use the library responsibly - talk about and share their favourite stories with others. <p>– <i>Library trip</i></p>	<p>Exploring change</p> <p>changes in their own lives</p> <p>Exploring paint and finding out about how to mix and change colours</p> <p>Investigating change in the world around them – weather, night and day, growing seeds, lifecycles – plant, frog, butterfly, human</p> <p>Taking part in simple investigations into changing materials – melting, mixing and heating</p> <p>Talking about changes in their feelings</p> <p>Changing sound using instruments.</p> <p>Easter (link to life cycles/new life)</p> <ul style="list-style-type: none"> - To understand that Easter is a Christian festival - know that eggs are a symbol of new life. 	<p>Let's Pretend</p> <p>Exploring our favourite stories</p> <p>Investigating puppets of different types and creating them</p> <p>Engaging in cooperative play with puppets</p> <p>Expressing feelings in words, to music and in dance</p> <p>Designing and creating story settings</p> <p>Super heroes (include in "let's pretend?")</p>	<p>Going Places</p> <ul style="list-style-type: none"> - Talk about past events in their lives - Learn about different forms of transport. <p>Beach Trip</p> <p>Exploring different ways of travelling – including air, land, water and rail travel</p> <p>Making tickets, passports and timetables</p> <p>Sorting vehicles and naming parts</p> <p>Making model vehicles</p> <p>Investigating how bicycles work and bicycle safety</p> <p>Comparing vehicles now and a long time ago</p> <p>Finding out about emergency services</p> <p>Field work – Local features and railway</p> <p>Using a magic carpet to explore new lands!</p> <p>Bears</p> <p>Children's own bears</p> <p>Focusing on the story 'Goldilocks and the Three Bears'</p> <p>Making porridge</p> <p>Finding out about real bears and honeybees</p> <p>Painting bear portraits</p> <p>Making bear masks</p> <p>Exploring old bears, Paddington and Pooh bears (similarities and</p>
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differences),
Investigating
materials

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