

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Characteristics of effective learning	<p>At Badgerbrook Primary School, the characteristics of effective learning are used as a basis for all our planning.</p> <ul style="list-style-type: none"> • Playing and Exploring - children investigate and experience things, and 'have a go' • Active Learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and • Creating and Thinking Critically - children have and develop their own ideas; make links between ideas and develop strategies for doing things. 					
Big Question?	<p>Can you tell me a rhyme or story?</p> <p>All about me, favourite book, nursery rhymes, traditional tales</p>	<p>What colours can we see?</p> <p>Autumn, Bonfire night, Diwali, Mondrian, Primary and secondary colours, Colour mixing, Advent, Christmas</p>	<p>How does where we live compare to China?</p> <p>Whetstone, maps, history, China, Chinese New Year</p>	<p>Who are superheroes and what do they do?</p> <p>Supertato, Police, Fire Fighter, Doctor/Nurse, Family, Alma Thomas</p>	<p>What is happening in our school garden?</p> <p>Minibeasts, habitats, plants, growing, life cycles Casa Tomada installation</p>	<p>What is it like on the land and in the sea?</p> <p>Africa, maps, land, sea, animals.</p>
Assessment opportunities	<p>School and national baseline data</p> <p>EYFS Team Moderation</p>	<p>Ongoing assessment</p> <p>EYFS Team Moderation</p> <p>End of Term Data</p>	<p>Ongoing assessment</p> <p>EYFS Team Moderation</p>	<p>Ongoing assessment</p> <p>EYFS Team Moderation</p> <p>End of Term Data</p>	<p>Ongoing assessment</p> <p>EYFS Team Moderation</p>	<p>Ongoing assessment</p> <p>EYFS Team Moderation</p> <p>End of Term Data</p> <p>Report Data</p>
<p>Prime Area</p> <p>Communication and language</p>	<p>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 re-casting 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.</p>					

<p>Listening and Attention</p> <p>Speaking</p>	<p>Enjoy listening to longer stories and remember what happens.</p> <p>Follow instructions with 2 parts.</p> <p>Understand and answer some why questions.</p> <p>Use longer sentences of 4-6 words.</p> <p>Use a wider range of vocabulary.</p> <p>Sing and recite songs and nursery rhymes.</p>	<p>Enjoy listening to longer stories and remember what happens.</p> <p>Join in with stories. Use a wider range of vocabulary.</p> <p>Understand and answer why questions</p> <p>Speak in sentences trying to use the correct tense.</p> <p>Learn rhymes, poems and songs</p>	<p>Learn and use a wider range of vocabulary.</p> <p>Speak in sentences trying to use the correct tense.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Listen to and talk about life in China deepening knowledge and vocabulary.</p> <p>Describe events from stories we have heard.</p> <p>Describe where we live.</p> <p>Be able to say our address.</p>	<p>Engage in fiction and non-fiction books</p> <p>Listen to stories about superheroes and comment on what we have heard.</p> <p>Use recently introduced vocabulary when talking about superheroes.</p> <p>Try to explain our thinking to others.</p> <p>Learn rhymes, poems and songs</p>	<p>Learn and use a wider range of vocabulary.</p> <p>Listen to and talk about fiction and non-fiction to build familiarity and understanding.</p> <p>Describe a life cycle of a butterfly and the life cycle of a tree connecting ideas.</p> <p>Follow instructions on how to plant a seed.</p> <p>Ask questions to find out more information.</p> <p>Offer explanations for why things might happen.</p>	<p>Comment on and talk about pictures we have seen in books.</p> <p>Listen attentively to stories and ask relevant questions.</p> <p>Participate in discussions and use new vocabulary when talking about land and sea here and in Africa.</p> <p>Use descriptive vocabulary to describe places and animals.</p>
<p>Prime Area</p> <p>Personal, Social and Emotional Development (PSED)</p>	<p>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.</p>					

<p>Self-Regulation</p> <p>Managing Self</p> <p>Building Relationships</p>	<p>Show more confidence in new situations.</p> <p>Play with other children.</p> <p>Select and use resources with help if needed.</p> <p>Talk about our feelings and begin to understand how others are feeling.</p> <p>Work and play with others as part of a class.</p> <p>Follow class and school rules.</p>	<p>Play with other children and develop confidence.</p> <p>Select and use resources with help if needed.</p> <p>Talk about our feelings</p> <p>Express our feelings and consider the feelings of others.</p> <p>Follow class and school rules.</p>	<p>Develop confidence.</p> <p>Express our feelings and consider the feelings of others.</p> <p>Develop a sense of responsibility and membership of a community.</p> <p>Build respectful relationships in the class.</p> <p>Show resilience and perseverance.</p>	<p>Express their feelings and consider the feelings of others.</p> <p>Follow instructions involving several steps.</p> <p>Develop our confidence, independence and resilience when working with others.</p> <p>Understand the importance for healthy food choices.</p>	<p>Understand our own and other's feelings.</p> <p>Follow instructions involving several ideas.</p> <p>Show resilience and perseverance in the face of challenges.</p> <p>Work and play cooperatively and take turns with others.</p>	<p>Work independently to carry out some tasks.</p> <p>Follow instructions involving several ideas or actions.</p> <p>Develop confidence and independence.</p> <p>Work and play cooperatively taking turns with others.</p> <p>Form positive attachments with our peers.</p> <p>Manage own basic hygiene and personal needs.</p>
<p>Prime Area</p> <p>Physical Development</p>	<p>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.</p>					

<p>Gross Motor</p> <p>Fine Motor</p>	<p>Continue to develop movement. Skip, hop and stand on one leg.</p> <p>Use large muscle movements to wave streamers, paint and make marks.</p> <p>Use a comfortable grip when holding pens and pencils.</p> <p>Independently put on coats.</p>	<p>Use large muscle movements and develop overall body strength.</p> <p>Revise and refine the fundamental movement skills such as jumping, hopping, rolling etc</p> <p>Collaborate with others to manage large items.</p> <p>Use a comfortable grip when holding pens and pencils.</p> <p>Independently put on coats and do up the zip.</p> <p>Use 1 handed tools and equipment.</p>	<p>Begin to develop a range of ball skills.</p> <p>Combine different movements with ease and fluency in dance.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Begin to develop our handwriting.</p> <p>Independently put on coats and do up the zip.</p> <p>Use 1 handed tools and equipment.</p>	<p>Begin to develop a range of ball skills.</p> <p>Travel on, over, under, around apparatus in gymnastics</p> <p>Begin to show accuracy when drawing pictures.</p> <p>Hold our pencils carefully to improve our handwriting.</p> <p>Use tools such as scissors, knives, paintbrushes more accurately.</p>	<p>Negotiate space and obstacles safely when practising for sports day. Ride on balance bikes with control.</p> <p>Show more accuracy when drawing pictures of minibeasts and plants.</p> <p>Develop our handwriting trying to use the tripod grip.</p> <p>Begin to write on lines.</p>	<p>Move energetically during PE and outdoor sessions.</p> <p>Practising various racing games.</p> <p>Try to write on lines showing clear ascenders and descenders.</p>
<p>Specific Area</p> <p>Literacy</p>	<p>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)</p>					

<p>Comprehension</p> <p>Word Reading</p> <p>Writing</p>	<p>Retell stories and rhymes we have heard.</p> <p>Learn and use new vocabulary.</p> <p>Understand print has meaning and text is read, left to right and top to bottom.</p> <p>Look at books independently.</p> <p>Read and write some sounds.</p> <p>Begin to write our name with correct letter formation.</p>	<p>Retell stories we have heard.</p> <p>Use new vocabulary.</p> <p>Read and write some sounds.</p> <p>Blend sounds into words for reading.</p> <p>Read a few common exception words.</p> <p>Spell simple words by identifying the sounds and then writing the sounds we hear.</p> <p>Write our name with correct letter formation.</p>	<p>Re-read books to build confidence and understanding.</p> <p>Use recently introduced vocabulary during role-play</p> <p>Use new vocabulary.</p> <p>Read simple phrases and sentences.</p> <p>Read some letter groups that each represent one sound.</p> <p>Read a few common exception words.</p> <p>Spell simple words by identifying the sounds and then writing the sounds we hear.</p> <p>Try to form our letters correctly.</p>	<p>Retell stories, using new vocabulary</p> <p>Use recently introduced vocabulary during role-play.</p> <p>Read simple sentences including some red words.</p> <p>Learn to read and write more digraphs.</p> <p>Spell words by identifying the sounds and then writing the sounds we hear.</p> <p>Write independently about superheroes in simple sentences using known sounds.</p> <p>Begin to write short phrases and sentences using a capital letter and full stop.</p> <p>Try to form our letters correctly.</p>	<p>Understand and use new vocabulary that we have heard in fiction and non-fiction texts.</p> <p>Read aloud simple sentences and books including some red words.</p> <p>Read and write more digraphs.</p> <p>Spell words independently by identifying the sounds and then writing the sounds we hear.</p> <p>Write short phrases and sentences sometimes using a capital letter and full stop.</p> <p>Form letters with clear ascenders and descenders.</p>	<p>Anticipate events in stories.</p> <p>Retell stories in our own words using new vocabulary.</p> <p>Describe land and sea animals using good vocabulary.</p> <p>Continue to learn to read and spell new red words.</p> <p>Continue to read more words on sight.</p> <p>Continue to learn more digraphs and some alternative sounds.</p> <p>Continue to practise correct letter formation.</p> <p>Independently write simple phrases and sentences.</p>
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<p>Specific Area</p> <p>Mathematics</p>	<p>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.</p>					
<p>Number</p> <p>Numerical Patterns</p> <p>(Also see EYFS yearly overview)</p>	<p>Subitise to 4.</p> <p>Recite numbers forwards and backwards.</p> <p>Count objects with 1:1 correspondence.</p> <p>Link numerals and amounts.</p> <p>Make comparison between objects relating to size and length.</p> <p>Represent numbers in different ways.</p> <p>Name and describe basic 2D shapes.</p>	<p>Subitise to 6 using dice.</p> <p>Recognise, count out objects and order numbers from 0-6.</p> <p>Recite numbers forwards and backwards.</p> <p>Explore the composition of numbers to 6.</p> <p>Double numbers to 6+6.</p> <p>Name and describe 2D shapes .</p> <p>Order objects by length and use the vocabulary, greater, less, same.</p>	<p>Subitise.</p> <p>Recognise, count out objects and order numbers from 0-8.</p> <p>Explore the composition of numbers to 8, using part, part whole models.</p> <p>Write numbers using the correct formation.</p> <p>Explore 2D and 3D shapes, sorting, naming, and describing them.</p>	<p>Explore the composition of numbers to 10.</p> <p>Write numbers using the correct formation.</p> <p>Begin to learn number bonds to 10.</p> <p>Begin to orally count beyond 20.</p> <p>Create repeating patterns.</p>	<p>Automatically recall addition and subtraction bonds for number 1-5.</p> <p>Compare quantities and say if they are greater than, less than or the same as.</p> <p>Recognise odd and even amounts using Numicon.</p> <p>Double numbers.</p> <p>Share amounts fairly.</p> <p>Write numbers to 10 using the correct formation.</p> <p>Verbally count beyond 20.</p>	<p>Consolidate all of our work on numbers to 10.</p> <p>Learn the teen numbers, recognising and ordering them.</p> <p>Compare amounts when looking at the capacity of a variety of vessels.</p> <p>Sort objects according to different criteria.</p>

<p>Specific Area</p> <p>Understanding the World</p>	<p>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.</p>					
<p>Past and Present</p> <p>People culture and communities</p> <p>Natural World</p>	<p>Find our way around school.</p> <p>Understand and talk about similarities and differences between people.</p>	<p>Diwali Christmas</p> <p>Use our senses in hands on exploration of natural materials.</p> <p>Talk about what we see, using a wide vocabulary.</p> <p>Understand the key features of the life cycle of a tree and understand the effect of changing seasons on the natural world around them.</p> <p>Understand the need to respect and care for the natural environment and all living things.</p>	<p>New Year Chinese New Year</p> <p>Draw information from a simple map.</p> <p>Create a large scale class map of Whetstone.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Recognise some similarities and differences between life in this country and other countries.</p> <p>Recognise some environments that are different to the one in which they live.</p>	<p>Mother's Day Easter</p> <p>Talk about real life superheroes and their roles in society.</p> <p>Understand the difference between fact and fiction.</p>	<p>Explore the natural world around us.</p> <p>Make observations and drawings of minibeasts and plants.</p> <p>Draw and explain different life cycles.</p> <p>Describe different habitats/environments for different minibeasts and plants in our garden.</p> <p>Talk about and explain the changes in seasons.</p>	<p>Draw information from simple maps, describing what they see.</p> <p>Create a large scale class map with various human and physical features.</p> <p>Talk about some similarities and differences between life in this country and life in Africa.</p>

		<p>Describe what they see, hear and feel whilst outside.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Understand that some places are special to members of their community.</p>	<p>Talk about members of their immediate family and community.</p> <p>Comment on images of familiar situations in the past.</p>			
<p>Specific Area</p> <p>Expressive arts and design</p>	<p>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. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p>					
<p>Creating with materials</p> <p>Being Imaginative and Expressive</p>	<p>Explore and use different materials when making models and pictures.</p> <p>Join different materials together.</p> <p>Take part in pretend play.</p>	<p>Explore colour and colour mixing.</p> <p>Learn about primary and secondary colours.</p> <p>Learn about the artist Mondrian and recreate his pictures.</p>	<p>Move in time to music, expressing feelings and responses.</p> <p>Work collaboratively to create a dragon dance in large groups.</p> <p>Create collaboratively</p>	<p>Use and explore a variety of materials, tools and techniques experimenting with colour, design, texture to make our own veggie superhero.</p> <p>Learn about the artist Alma Thomas and develop our painting skills to</p>	<p>Use a variety of materials to create pictures and models.</p> <p>Create a class collage of bees using the Casa Tomada installation as inspiration.</p> <p>Talk about what we have made and how we have made it.</p>	<p>Share our creations and talk about how we have made them.</p> <p>Retell and adapt stories with our friends.</p> <p>Watch and listen to YolanDa's Band jam videos on BBC Bring the noise. Develop instrument</p>

	<p>Develop stories using small world toys.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Remember and sing nursery rhymes.</p> <p>Play instruments with increasing control.</p> <p>Keep a pulse following Charanga unit 1.</p>	<p>Explore, use and refine a variety of artistic effects to express ideas and feelings.</p> <p>Remember and sing entire songs for the Christmas play.</p>	<p>sharing ideas, resources and skills.</p> <p>Listen to and create sounds linked to the piece of music When the cold wind blows from BBC Bring the Noise</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p>	<p>create artwork in her style.</p> <p>Create collaboratively and share ideas then talk about traps that we have made for villains.</p> <p>Make and use props when role playing.</p> <p>Invent and develop storylines when role playing with others.</p> <p>Keep a pulse and learn songs following Charanga unit 3/4</p>	<p>Sing and move in time to Big Bear Funk on Charanga.</p>	<p>knowledge, rhythm, pulse and pitch.</p>
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