















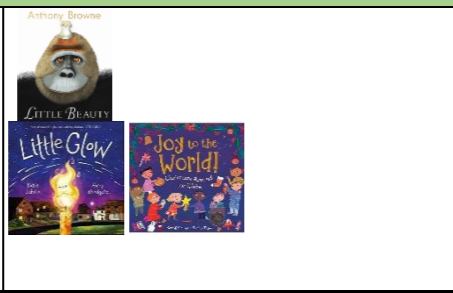
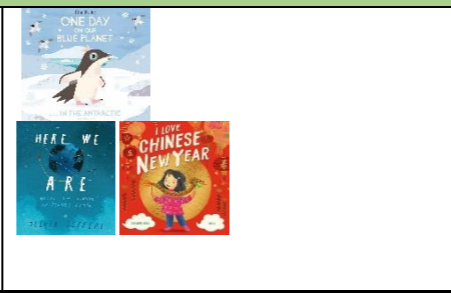


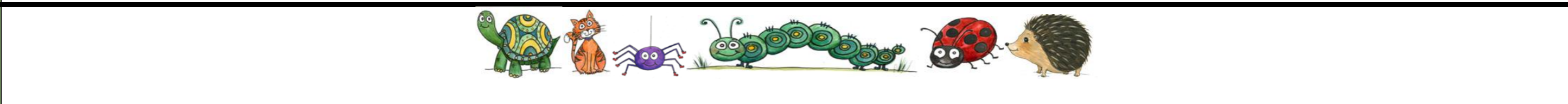
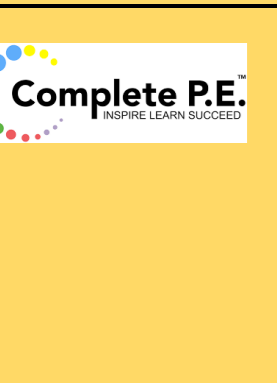



Alton Infant Long Term Curriculum and Skills Map

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
 <p>Possible Themes/Interests/Lines of Enquiry</p> 	 <p>All About Me</p>	 <p>Let's Celebrate</p>	 <p>Jackanory – Let's tell a story</p>	 <p>Circle of Life</p>	 <p>Here we go Come Outside</p>	 <p>Smile and wave</p>
<p>Celebrations & Experiences</p>	<p>Autumn Class rules and routines Starting School Teddy Bears</p>	<p>Harvest – Pumpkins Remembrance Day Halloween Bonfire Night Christmas Around the World Celebrations including Diwali</p>	<p>Winter Valentine's Day, Lunar New Year / Chinese New Year NSPCC Numbers day Safer Internet Day</p>	<p>Spring Pancake Day World Book Day Mother's Day Easter Marwell zoo visit Animals- Mill farm visit School Chicks</p>	<p>St George's Day Outdoors Gardening</p>	<p>Summer Father's Day Sports Day Transitions Assessment</p>
<p>Communication and Language</p>   	<p><i>Understand how to listen carefully and why listening is important.</i> <i>Engage in story times</i>, rhymes, and songs. Maintain attention in whole class/groups. Follow 1 step instructions. <i>Understand 'why' questions.</i> <i>Use sentences 4-6 words.</i> <i>Use talk to organise play.</i></p>	<p>Listen in familiar & new situations. <i>Engage in story times.</i> Maintain attention in new situations. <i>Ask questions to find out more and to check they understand what has been said to them.</i> Follow <i>instructions with 2 parts</i> in a familiar situation. <i>Start a conversation with peers and familiar adults and continue for many turns.</i> <i>Develop social phrases</i></p> <p>NELI Assessment</p> 	<p>Listen attentively in a range of situations. Maintain attention during appropriate activity. <i>Engage in non-fiction books.</i> Consider the listener and take turns. <i>Use talk to organise/stand for something else in play.</i> Begin to use past tense. Begin to recount past events.</p> <p>NELI DELIVERY</p> 	<p>Understand why listening is important. Maintain attention in different contexts. <i>Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</i> <i>Ask questions to find out more and check understanding.</i> <i>Articulate their ideas and thoughts in well-formed sentences.</i> <i>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</i> <i>Begin to connect one idea or action to another using a range of connectives.</i> Describe events in some detail.</p> <p>NELI DELIVERY</p> 	<p>Listen and understand instructions while busy with another task. Maintain activity while listening. Understand how, why, where questions. <i>Describe events in some detail.</i> Express ideas about feelings and experiences. <i>Articulate their ideas and thoughts in well-formed sentences.</i> Use language to reason.</p> <p>NELI DELIVERY</p> 	<p>Listen and respond with relevant questions, comments, or actions. Attend to others in play. Make comments and clarify thinking with questions. <i>Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</i> Speak in well-formed sentences with some detail. <i>Use new vocabulary in different contexts.</i> Use past, present, and future tenses in conversation with peers and adults. Use conjunctions to extend and articulate their ideas.</p>
<p>Learn new vocabulary Use new vocabulary through the day</p>	<p>Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems, and songs.</p>	<p>Use new vocabulary in different contexts Listen to and talk about stories to build familiarity and understanding.</p>				
<p><i>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.</i></p>						

<p>Personal, Social and Emotional Development Self-regulation</p>  <p>Personal, Social, Emotional Development</p> <p>Expressing Feelings (Self-Regulation)</p> <p>Managing behaviour (Self-Regulation)</p> <p>Self-awareness, keeping healthy (Managing Self)</p> <p>Independence (Managing Self)</p> <p>Collaboration (Managing Self)</p> <p>Social skills (Building Relationships)</p>	<p>Aware of own feelings, can talk about feelings using words like 'happy', 'sad', 'angry'.</p> <p>Welcome distractions when upset. Understand behavioural expectations of the setting. Beginning to understand why rules are important.</p> <p>Know what they like and do not like. Understands there are rules in the classroom to follow and expectations for behaviour.</p> <p>Independently organises themselves in the morning e.g., book-bag in tray, coat on peg, water bottle on trolley, name card on board. Manages their own personal hygiene e.g., toileting. Follows 1 step instructions.</p> <p>Interested in others play and starting to join in. Knows we work together to keep the class rules and earn positive rewards.</p> <p>Build constructive and respectful relationships. Engage in positive interactions with adults and peers. Play alongside one or more children.</p>	<p>Show concern for others and show awareness of how their actions may impact on others. Talk with others to solve conflicts. Identify how they are feeling on the emotions board. Beginning to express their feelings and consider the perspectives of others.</p> <p>Begin to take turns and share resources. Tolerates delay when needs are not immediately met.</p> <p>Talks about what they are doing and why.</p> <p>Independently chooses areas they would like to play in or resources they would like to use. Says when they need help. With some support can get dressed and undressed for PE sessions. Follows instructions with 2 parts.</p> <p>Begin to share and take turns.</p> <p>Continue to build constructive and respectful relationships. Seek familiar adults and peers to engage in conversations and ask for help.</p>	<p>Show pride in achievements by showing work to others. Understand how to take time to help with big feelings.</p> <p>Understand the behavioural expectations of my school.</p> <p>Takes pride in themselves, work, and achievements. Explains right from wrong and try to behave accordingly.</p> <p>Independently manages their own needs; eating, drinking, accessing snack when hungry and communicate own needs in relation to being thirsty, hungry, tired, using the toilet. Talks about healthy and unhealthy foods.</p> <p>Consider the listener and takes turns to listen and speak in different contexts. Identify kindness and considerate behaviour of others.</p> <p>Seek others to share activities and experiences.</p>	<p>Make choices and communicate what they need. Name people in school they can turn to if they help or are worried.</p> <p>Understand why listening is important and attend to other people both familiar and unfamiliar.</p> <p>Happy to stand up in front of the class and share achievements with others. Know and talk about the different factors that support their overall health and wellbeing</p> <p>Manages personal needs such as dressing and undressing. Begin to show persistence when faced with challenges. Knows how to be a safe pedestrian.</p> <p>Knows it is important to work together to look after our classroom resources and our school grounds. Keeps play going by cooperating, listening, speaking, and explaining. Reflect on the work of others and self-evaluate their own work.</p> <p>Use language to negotiate, play and organise.</p>	<p>Initiate an apology where appropriate. Beginning to know that others may apologise in different ways to them.</p> <p>Follows instructions, requests, and ideas in a range of situations.</p> <p>Talk about their own abilities positively.</p> <p>Confident to try new activities and say why they like some activities more than others. Show resilience and perseverance, a belief that with more effort or with a different approach success will occur. Understands rules linked to road safety. Follows directions with 3 parts</p> <p>Know it is important for all of us to keep safe when using and transporting tools, equipment, and resources.</p> <p>Considerate the needs of others, beginning to respect a different point of view and work together in collaboration.</p>	<p>Understand some strategies to deal with anger and frustration. Identify and moderate own feelings. Negotiate with others to solve problems and take steps to resolve conflict and think about the perspectives of others.</p> <p>Engage in challenges and take responsibility for their own learning. Plan, adapt, persist, and review own progress.</p> <p>See themselves as a unique and valued individual, talk about self, abilities, and interests in positive terms.</p> <p>Seeks out a challenge and enjoy the process. Understands what it means to keep healthy, has knowledge of food groups including healthy foods and knows exercise keeps the body healthy.</p> <p>Takes account of the ideas of others about how to organise and activity. Shows sensitivity to others' needs and feelings.</p> <p>Resolves conflict and is able to compromise. Take responsibility for their own actions. Show awareness of how their actions may impact on others, know that other children think and respond in different ways to them.</p>
<p>Colour Monster</p> 	<p>Colour: Blue Feeling: Sad Other vocabulary: Upset, sadness, unhappy, feeling blue, miserable, down, tearful, grief What might help: Conversation, adult labelling, cuddles, distraction, offering solutions, singing, music, favourite toy, comforter</p>	<p>Colour: Green Feeling: Calm Other vocabulary: Relaxed, chilled, peaceful, quiet, thoughtful, thankful, content What might help: Calming music, cosy, quiet areas, having discussions, secure attachments, seeing friends, storytelling, roll modelling, providing a stimulating activity</p>	<p>Colour: Grey Feeling: Scared Other vocabulary: Fear, afraid, lonely, worried, unsure, anxious, sad What might help: Calm, reassurance from adult, fidget toy, distraction, time alone, explanation, visuals, observation, modelling</p>	<p>Colour: Red Feeling: Angry Other Vocabulary: Cross, fed up, frustrated, fuming, angry, annoyed What might help: Space, calm, sensory room or toy, dark den, snug, conversation, finding solution, reassurance, cuddle, labelling and listening, distraction, time, waiting, cuddles</p>	<p>Colour: Yellow Feeling: Happy Other vocabulary: Excited, cheerful, smiley What might help: Talk about the emotion, share emotion, explain to peers</p>	<p>Colour: Pink Feeling: Love Other vocabulary: Loving, happy, warm, friendly What might help: Calm music, secure attachments to others, being with people, cuddle</p>

	<p>Colour: All Colours Feeling: Mixed-up Other</p> <p>vocabulary: Cross, fed up, frustrated, fuming, angry, annoyed What might help: Space, calm, sensory room or toy, dark den, snug, conversation, finding solution, reassurance, cuddle, labelling and listening, distraction, time, waiting, cuddles</p> <p>What might help: Space, calm, sensory room or toy, dark den, snug, conversation, finding solution, reassurance, cuddle, labelling and listening, distraction, time, waiting, cuddles</p>									
	<p>Teaching children to name and recognise their feelings is an important element of the Early Years Foundation Stage. At Alton Infant School, we strongly believe giving children the skills to name, recognise, talk about, and use strategies to managing their feeling is vital. Children who are aware of and manage their feelings are more likely to develop into happy, healthy and resilient adults. We use 'The Colour Monster' by Anna Llenas to help with this.</p>									
Suggested Texts										
	<p><i>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. All Areas are connected.</i></p>									
Learning Characters										
Physical Development	<p>Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene</p>	<p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</p>	<p>Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.</p>	<p>Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.</p>	<p>Combine different movements with ease and fluency</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p>				
	<p>Foundation : Locomotion : Walking : Walking 1 Foundation : Dance : Ourselves : Ourselves</p>	<p>Foundation : Dance : Nursery Rhymes : Nursery Rhymes</p>	<p>Foundation : Gymnastics : High, Low, Over, Under : High, Low, Over, Under</p> <p>Foundation : Ball Skills : Feet : Feet 1</p>	<p>Foundation : Gymnastics : Moving : Moving</p>	<p>Foundation : Locomotion : Jumping : Jumping 1</p>	<p>Foundation : Attack v Defence : Games For Understanding :</p> <p>Foundation : Ball Skills : Rackets Bats Balls and Balloons</p>				
<p>Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming (outside clubs)</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>									
Literacy	<p>Comprehension: Listen and enjoy sharing a range of books. Hold a book correctly, handle with care. Know that a book has a beginning and an end and can hold the book the right</p>	<p>Comprehension: Experience and respond to different types of books, e.g., storybooks, factual/real-world books, rhyming, non-rhyming stories, realistic, and fantasy stories.</p>	<p>Comprehension: Use picture clues to help read a simple text. Make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them.</p>	<p>Comprehension: Retell stories in the correct sequence; draw on language patterns of stories. With prompting, show understanding of many common words and phrases in a story that is read aloud to them. Suggest how an unfamiliar story read aloud to them might end.</p>	<p>Comprehension: Correctly sequence a story or event using pictures and/or captions. Make simple, plausible suggestions about what will happen next in a book they are reading.</p>	<p>Comprehension: Play influenced by experience of books - act out stories through role-play activities, using simple props (e.g. hats, masks, clothes, etc.) and appropriate vocabulary. Innovate a known story.</p>				



way up and turn some pages appropriately.
 Know that text in English is read top to bottom and left to right.
 Know the difference between text and illustrations.
 Recognise some familiar words in print, e.g., own name or advertising logos.
 Enjoy joining in with rhyme, songs and poems.
 Explain in simple terms what is happening in a picture in a familiar story.
 Complete a repeated refrain in a familiar rhyme, story or poem being read aloud.

Respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations.
 Make simple inferences to answer yes/no questions about characters' emotions in a familiar picture book read aloud to them, with prompts.
 Sequence two events from a familiar story, using puppets, pictures from book or role-play.

Show understanding of some words and phrases in a story that is read aloud to them.
 Express a preference for a book, song or rhyme, from a limited selection.
 Play is influenced by experience of books (small world, role-play).

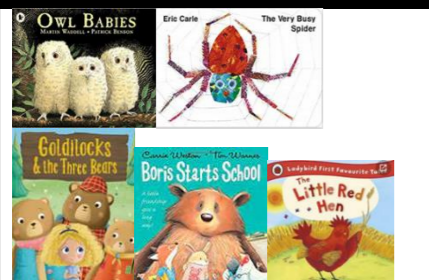
Give a simple opinion on a book they have read, when prompted.
 Recognise repetition of words or phrases in a short passage of text.
 Play influenced by experience of books
 Innovate a well-known story with support.

Know the difference between different types of texts (fiction, nonfiction, poetry)
 Make inferences to answer a question beginning 'Why do you think...?' in a picture book that has been read to them, where answer is clearly signposted.
 Play influenced by experience of books - gestures and actions used to act out a story, event or rhyme from text or illustrations.

Recall the main points in text in the correct sequence, using own words and include new vocabulary.
 When prompted, say whether they liked or disliked a book, and give a simple justification or make a relevant comment.
 With prompting, sometimes show understanding of some less familiar words and phrases in a story that is read aloud to them.

Main Autumn link texts

Plus other linked theme of the week books



Literacy



Word Reading: Hear general sound discrimination and be able to orally blend and segment.

Word Reading: Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few common exception words matched to the school's phonic programme.

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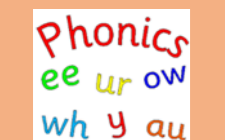
Word Reading: Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.

Word Reading: Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.

Word Reading: Read some tricky words from Phase 4 e.g. said, like, have, so. Re-read what they have written to check that it makes sense.

Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read books consistent with their phonic knowledge.

Phonics



Phase 1/2
 Hear general sound discrimination, identify rhythm, rhyme, alliteration and be able to orally blend and segment simple words.

Phase 2
 Know grapheme phoneme correspondence of 19 letters. Blend with known letters for reading VC and CVC words. Orally segment for VC and CVC words for spelling. Know high-frequency common words (the, to, no, go).



Phase 2
 Consolidate skills as in Autumn 2. Recognise digraphs -ck + consonant endings - ff, ll, ss. Know tricky words - the, to, and, no, go, l. Blend and segment known sounds for reading and spelling VC, CVC, CVCC. Begin Phase 3 skills - Know the remaining grapheme - phoneme correspondence for j, v, w, x, z, zz, qu.



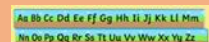
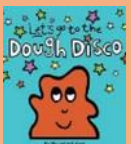
Phase 2/3
 Consolidate Phase 2 skills. Begin Phase 3 skills - Know the remaining grapheme -phoneme correspondence for j, v, w, x, z, zz, qu. Know the 4 consonant digraphs - sh, th, ch, ng. Know 9 vowel digraphs - ai, ee, oa, oo, ar, or, ur, ow, oi. Know trigraph igh. Know tricky words, the, to, he, she, we, me, be, was, my. Write graphemes and digraphs when they hear them, using a sound mat or sound wall for support if needed.

Phase 3
 Consolidate phase 2 and 3 skills. Know trigraphs ear, ure, air. Know vowel digraph er. Read tricky words they, her, all, are. Continue to apply knowledge of blending and segmenting to reading and spelling simple two-syllable words and captions. Write more graphemes from memory and write a simple sentence using phonic knowledge.

Phase 3/4
 Consolidate phase 2 and 3 skills. Read CVCC words. Know adjacent consonants - sk, cr, sl, tr, dr, scr, st, spr, pl, sw, fr, sn, sm, vr. Read tricky words do, when, out, what, said, have, like, so. Represent each of 42 phonemes by a grapheme and blend phonemes to read CVC words and segment CVC words for spelling. Write longer sentences using phonic knowledge, write digraphs and trigraphs.

Literacy

Writing



Writing Development

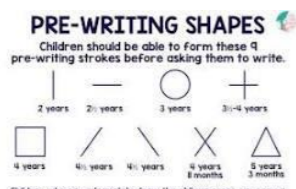
Emergent writing: Develop listening and speaking skills in a range of contexts. Aware that writing communicates meaning. Give meaning to marks they make. Understand that thoughts can be written down. Write their name copying it from a name card or try to write it from memory.

Composition: Use talk to organise describe events and experiences.

Spelling: Orally segment sounds in simple words. Write their name copying it from a name card or try to write it from memory.

Handwriting: Know that print carries meaning and in English, is read from left to right and top to bottom.

Pre-writing shape assessment



Developing Gross and Fine skills Mastery

Adults scribing and writing down word for word, child decides part he/she would like to play and then on a simple stage to act out the story.

Emergent writing: Copies adult writing behaviour e.g. writing on a whiteboard, writing messages. Makes marks and drawings using increasing control. Know there is a sound/symbol relationship. Use some recognisable letters and own symbols. Write letters and strings, sometimes in clusters like words.

Composition: Use talk to link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down.

Spelling: Orally spell VC and CVC words by identifying the sounds. Write own name.

Handwriting: Working towards developing the correct pencil grip and writing position

To begin to form lowercase letters in line with phonics teaching. Form letters from their name correctly.

Adults are dictated to by the child, the adult says each word as it is written, pointing out gaps and punctuation. Re-reading and scanning and checking writing. Child begins to write the initial sound of a word and the adult continues to write the other parts of the story.

Emergent writing: Use appropriate letters for initial sounds.

Composition: Orally compose a sentence and hold it in memory before attempting to write it.

Spelling: Spell to write VC and CVC words independently using Phase 2 graphemes.

Handwriting: Shows a dominant hand. Write from left to right and top to bottom. Begin to form most recognisable letters. Correct name formation established.

Child knows groups of letters make up a word and a group of words make sentences. Child continues to write the initial sound of a word which may develop to a VC and a CVC words and the adult continues to write the other parts of the story.

Emergent writing: Build words using letter sounds in writing.

Composition: Orally compose a sentence and hold it in memory before attempting to write it and use simple conjunctions.

Spelling: Spell to write VC, CVC and CVCC words independently using Phase 2 and phase 3 graphemes. Spell some irregular common (tricky) words e.g. I, the, to, no, go independently.

Handwriting: Begin to refine letter formation within letter families:
Curly caterpillar
Long ladder
One-armed robots
Zig-zag monster letters

More phonetically correct words are written by child along with common words, e.g. 'the' and known tricky words. Can use a phonic mat or work bank to support. Adult writes any unknown words.

Emergent writing: Continue to build on knowledge of letter sounds to build words in writing. Use writing in play. Use familiar words in their writing.

Composition: Write a simple sentence with a full stop.

Spelling: Spell words by drawing on knowledge of known grapheme correspondences.

Make phonetically plausible attempts when writing more complex unknown words.

Handwriting: Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. Begin to include spaces between words. Know how to form clear ascenders and descenders.

Child takes the pen more and more, until eventually they are writing complete phrases. May still need a phonic mat to support.

Emergent writing: Show awareness of the different audience for writing.

Write short sentences with words with known letter-sound correspondences using a capital letter and full stop

Composition: Write a simple narrative in short sentences with known letter-sound correspondences using a capital letter and full stop.

Write different text forms for different purposes (e.g. lists, stories, instructions. Begin to discuss features of their own writing e.g. what kind of story have they written.

Spelling: Spell words by drawing on knowledge of known grapheme correspondences.

Make phonetically plausible attempts when writing more complex unknown words e.g. using Phase 4 CCVCC

Spell irregular common (tricky) words e.g., he, she, we, be, me independently.

Handwriting: Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly.

Child confident to write a simple short story. May still need a phonic mat to support.

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).

Mathematics



Step 1 Match objects
Step 2 Match pictures and objects
Step 3 Identify a set
Step 4 Sort objects to a type
Step 5 Explore sorting techniques
Step 6 Create sorting rules
Step 7 Compare amounts

Step 1 Compare size
Step 2 Compare mass
Step 3 Compare capacity
Step 4 Explore simple patterns
Step 5 Copy and continue simple patterns
Step 6 Create simple patterns

Step 1 Find 1, 2 and 3
Step 2 Subitise 1, 2 and 3
Step 3 Represent 1, 2 and 3
Step 4 1 more
Step 5 1 less
Step 6 Composition of 1, 2 and 3

Step 1 Identify and name circles and triangles
Step 2 Compare circles and triangles

Step 1 Find 4 and 5
Step 2 Subitise 4 and 5
Step 3 Represent 4 and 5
Step 4 1 more
Step 5 1 less
Step 6 Composition of 4 and 5
Step 7 Composition of 1-5

Step 1 Identify and name shapes with 4 sides

Step 1 Introduce zero
Step 2 Find 0 to 5
Step 3 Subitise 0 to 5
Step 4 Represent 0 to 5
Step 5 1 more
Step 6 1 less
Step 7 Composition
Step 8 Conceptual subitising to 5

Step 1 Find 6, 7 and 8
Step 2 Represent 6, 7 and 8
Step 3 1 more
Step 4 1 less
Step 5 Composition of 6, 7 and 8
Step 6 Make pairs – odd and even
Step 7 Double to 8 (find a double)
Step 8 Double to 8 (make a double)
Step 9 Combine two groups

Step 1 Explore length
Step 2 Compare length
Step 3 Explore height
Step 4 Compare height
Step 5 Talk about time
Step 6 Order and sequence time

Step 1 Find 9 and 10
Step 2 Compare numbers to 10
Step 3 Represent 9 and 10
Step 4 Conceptual subitising to 10
Step 5 1 more
Step 6 1 less
Step 7 Composition to 10
Step 8 Bonds to 10 (2 parts)

Step 5 Identify more complex patterns
Step 6 Copy and continue patterns

Step 5 Verbal counting beyond 20
Step 6 Verbal counting patterns
Step 1 Add more
Step 2 How many did I add?
Step 3 Take away
Step 4 How many did I take away?

Step 1 Select shapes for a purpose
Step 2 Rotate shapes
Step 3 Manipulate shapes
Step 4 Explain shape arrangements
Step 5 Compose shapes
Step 6 Decompose shapes
Step 7 Copy 2-D shape pictures

Step 1 Explore sharing
Step 2 Sharing
Step 3 Explore grouping
Step 4 Grouping
Step 5 Even and odd sharing
Step 6 Play with and build doubles

Step 1 Identify units of repeating patterns
Step 2 Create own pattern rules
Step 3 Explore own pattern rules
Step 4 Replicate and build scenes and constructions
Step 5 Visualise from different positions
Step 6 Describe positions
Step 7 Give instructions to build
Step 8 Explore mapping

...going throughout the year

		<p>Step 3 Shapes in the environment</p> <p>Step 4 Describe position</p>	<p>Step 2 Combine shapes with 4 sides</p> <p>Step 3 Shapes in the environment</p> <p>Step 4 My day and night</p>		<p>Step 10 Conceptual subitising</p>		<p>Step 7 Patterns in the environment</p>		<p>Step 9 Represent maps with models</p> <p>Step 10 Create own maps from familiar places</p> <p>Step 11 Create own maps and plans from story situations</p>
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Link the number symbol with its cardinal number value.
 Count beyond ten. Compare numbers
 Understand the 'one more/one less than' relationship between consecutive numbers.
 Compare length, weight, and capacity.

Select, rotate, and manipulate shapes to develop spatial reasoning skills.
 Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.
 Continue, copy, and create repeating patterns.

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.

Understanding the World



Chronology: Talk about members of their immediate family and the relationship to them.
 Name and describe people who are familiar to them.

Chronology: use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about through books.
Enquiry: Find out about key historical events and why and how we celebrate today? Remembrance Day, Christmas Day, Diwali. Ask questions, use different sources to find answers including books. Comment on images of familiar situations in the past.

Chronology: Days of the week 7
 Song/rainbow
 Number 7
 Relate to 'Birthday celebrations' Autumn 2 - ongoing

Chronology: Talk about and understand changes in their own lifetime, by creating a personal timeline.

- School day timeline
- Baby/Toddler/Child

Enquiry: Describe images of familiar situations in the past using books such as, 'When we were giants', 'Peepo', Shirley Hughes stories.

Chronology: Recount an event, orally, pictorial and/or with captions.
Enquiry: Comment on images of familiar situations in the past. Describe features of objects, people, places at different times and make comparisons. Talk about what is the same and different.

Chronology: Order experiences in relation to themselves and others, including stories.
Enquiry: Comment on images of familiar situations in the past. Describe features of objects, people, places at different times and make comparisons. Talk about what is the same and different.

Begin to develop a sense of **continuity and change** by being able to compare and contrast characters from stories throughout the year, including figures from the past.



Respect: Themselves, special things in their own lives.
 Talk about and describe features of their own family, talk about families in other countries across the world.

Respect: Recognise that people have different beliefs and celebrate special times in different ways.
 Recognise some similarities and differences between life in this country and life in other countries.

Respect: Understand the value of being curious and interested in finding out about people within their own community and in other countries - special places and events or objects - through non-fiction texts, stories, visitors, celebrations.
 Family tree - Grandad parents

Respect: Understand the value of being curious and interested in finding out about people within their own community and in other countries - special places and events or objects - through non-fiction texts, stories, visitors, celebrations.
 Family tree - Grandad parents

Respect: Small creatures of our world
 Know how to care for our bugs

Respect: Understand that some places are special to members of their community.
 Kenya - Look closely at and make comparisons between this country and the lives of people in other countries within the world (homes around the world)



Mapping: Talk about the features of their immediate environment with visual representations e.g., classroom maps, story map around school, seating maps, read common signs and logos.

Mapping: Use technology e.g., a remote control cars and begin to show spatial awareness. Use positional language i.e., under, beside, on top of etc.
 Bears in the night story maps

Mapping: Use a remote control car or instruct a friend to move along a track or small world setup in a specific direction using terms up, down, side. Identify on a map - Recognise some environments that are different to the one in which they live hot/cold countries - China/Revisit - **Summer one** bears around the world.
Enquiry: Use technology and IT equipment to make observations or find information about different locations and places. Recognise, know, and describe features of different places.

Mapping: Introduce using Beebots - directions
 Using a simple map to guide them around Marwell zoo
 Look at where they live? Address?
Enquiry - comment and ask questions about their immediate environment, other places which are familiar to them, and places they have learnt about e.g., school nature area and the town centre

Respect: Understand that some places are special to members of their community.
Parks
 Churches
 Quiet zones - reflection
 Gardens
 Museum's - Allen Gallery
 Mapping: Draw information from a simple map and identify landmarks of our school.

Mapping: Create own maps using grid paper and symbols (x marks the spot treasure maps)
Enquiry: Recognise, know, and describe features of different places. Look closely at similarities and differences between their immediate environment and different places they have visited, learnt about through books or websites.
 Use photos and pictures to locate places and place on a simple map - google maps



Look closely at similarities and differences.

School map – Garden spots – Where will minibeasts be in our school garden- Where could we find minibeasts in our local town? Flood meadows/Kings pond/Allotments/gardens

Enquiry: Comment and ask questions about the different parts of our school and its grounds.

Find out about their local area by talking to people, examining photographs, and visiting local places.

Understand the key features of the life cycle of a plant or animal.

Communication: Comment on what they notice about the environment where they live and *understand the effect of the changing seasons on the natural world around them. Describe what they see, hear, and feel outside.*

Observation: *Explore the natural world around them* by taking part in weekly outdoor session. Making observations and drawing pictures of animals and plants. (linked to Expressive arts) Understand the need to respect and care for the natural environment and all living things – visits – Mill Farm/Marwell Zoo/School Chicks/Visiting Pets

EYFS

Concept

Context

Golden Threads:

Special 

Love 

Belonging 





Community 

Religions Studied:

Christianity 

Hinduism 

R.E

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
All about me	Celebration time 	Tell a story	Circle of life	Here we go!	Smile & Wave
 Celebration Diwali/ Christmas		 Belonging Chinese New Year 	New Life Easter 	 Special Special Things  	Remembering Special moments/ memories 

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.

Communication: Comment on what they notice about the environment where they live and understand the effect of the changing seasons on the natural world around them. Describe what they see, hear, and feel outside. **Observation:** Explore the natural world around them by taking part in weekly inspired 'Nature School' sessions and making observations and drawing pictures of animals and plants. Understand the need to respect and care for the natural environment and all living things.

Begin to develop a sense of continuity and change by being able to compare and contrast characters from stories throughout the year, including figures from the past.

Look and discuss UNICEF rights – family/home links

Expressive Arts and Design



Mark Making/Drawing:
Know how to grip a pencil comfortably and make marks, create lines and circles. Know that marks can have meaning.
Portrait skills – Create a self-portrait-observational work

Colour:
Recognise and name colours.
Know how to print using hands, feet, and fingers.

Materials:
Know that materials can feel different.
Know some words to describe materials.

3D Work:
Know what transient art is. (Transient art will continued to be offered in continuous provision throughout the year)

Cutting Skills:
Know how to safely pass scissors to another person.
Know how to use scissors to make snips in paper.

Artist study – Yayoi Kusama, Piet Mondrian, Kandinsky



Develop storylines in their pretend play.

Mark Making/Drawing:
Skill: observational drawing - Pumpkins
Know how to create closed shapes with continuous lines and begin to use these shapes to represent objects.

Colour:
Know the names of light colours and dark colours.
Know how colours can be changed using light and dark colours.

Painting:
Explore that there are different paint types - watercolour, powder paint, acrylic, ready mix paint. Jackson Pollock Firework celebrations

Materials:
Know how to use different materials for Junk modelling. Junk modelling will continue to be offered in continuous provision.

3D Work:
Know how to use simple joins when using different materials to create 3D work, e.g., Sellotape, masking tape, stick glue.

Cutting Skills:
Know how to use scissors to cut in a straight line.

Artist study – Jackson Pollock



Painting:
Artist study – Know that Jackson Pollock created splatter painting.
Know how to collaborate with others to create artwork.

Mark Making/Drawing:
Introduction to doodle time – free drawing

Colour:
Begin to experiment with colour mixing
Printing with paint – finger painting to create an effect

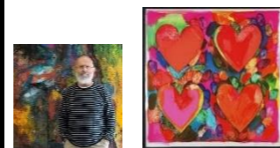
Pastels:
To use a different medium for colour
Smudge and blending techniques

Materials:
Collage - WOLF
To use real material – sticks, straw etc to create a picture

3D Work:
Playdough – Gingerbread man- modelling and shaping
Stickman
3 little pigs – puppets on sticks

Cutting Skills:
To Know how to use scissors to cut around a large object – turning paper

CHINESE NEW YEAR ART
Artist Study - Jim Dine
(February – link to Valentines – hearts



Mark Making/Drawing:
Drawing a chosen animal from Eric Carle's famous stories
Colour:
Shades of colour paper

Materials:
Tissue paper art – laying to create an effect - shades

3D Work:

Artist Study-
Eric Carle Art – book week – collage sculpting



Mark Making/Drawing:
Skill: observational drawing/painting plus adding texture (Sunflower)

Colour: Yellow/Oranges – summer warm colours

Painting:
Free painting – experimenting with colour

3D Work:
Junk modelling with recycled materials

Cutting Skills: Refine
how to use scissors to cut around a large object – turning paper

Artist Study – Van Gogh



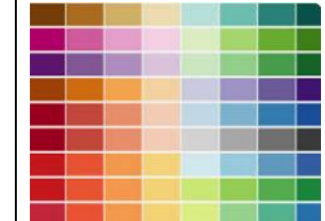
Henri Matisse: Blocks of colour



Mark Making/Drawing:
Using lines/definition- Revisit Pattern

Drew Colby – shadow Artist

Colour palettes



Artist Study – Ndebel Art

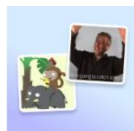


3D Work:
Connection – making round Ndebele houses

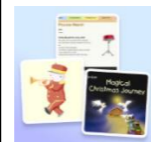
Musical Activities that embed pulse, rhythm and pitch, explore voices and classroom instruments.



Charanga Songs:
Chant to the animals



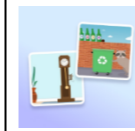
Charanga Songs:
Creative Moves



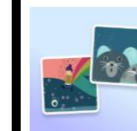
Charanga Songs:
Lilting Lullaby



Charanga Songs:
Number Time



Charanga Songs:
Wellbeing Matters



Charanga Songs
Rhythm Adventure

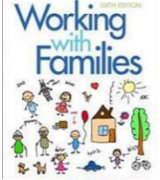









<p>Explore and learn chants that tell a story. Know that a chant uses speaking voices musically.</p> <p>Main Songs: Banana Rap You'll Never Find A Mouse We're going on a Bear Hunt Old MacDonald Pop Goes the Weasel</p>	<p>Find and move to the beat. Move creatively, expressively and with control.</p> <p>Main Songs: Marching Band Piccolo March Christmas tunes for a continuing production</p>	<p>Pitch match with accuracy when singing. Feel the lilt of a 2–3 pattern of beats in music with five beats.</p> <p>Main songs: Baby Elephant The Lark Twinkle Twinkle Little Star</p>	<p>Sing with expression. Hear, draw and sing melody shapes.</p> <p>Main Songs: Hickory Dickory Dock Ten Green Bottles The Clock</p>	<p>Learn to explore and share emotions. Follow a leader to play loudly and quietly.</p> <p>Main Songs: Big Emotions Cheeky Seal Bop Binoculars Out I am calm Ocean sounds I feel surprised</p>	<p>Sing songs rhythmically. Combine words to compose rhythms.</p> <p>Main Songs: ABC song On The Seashore The Bear Went Over The Mountain</p>
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Explore, use, and refine a variety of artistic effects to express their ideas and feelings
Explore and engage in music making and dance, performing solo or in groups. Singing – well known nursery rhymes, familiar songs and chants.

BBC BITESIZE EYFS – MUSICAL STORYLAND FEATURING TRADITIONAL TALES- LESSON PLANS
<https://www.bbc.co.uk/teach/school-radio/articles/z6bgnd>

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>Staggered Start Home visits/telephone consultations / Parents Evening Harvest contributions Home / School Agreement Wow moments Stay and play Curriculum information evening</p> 	<p>Wow moments Nativity afternoon Maths workshop Parents Evening Book at Bedtime Share our success Phonics workshop</p> 	<p>Wow moments Writing workshop Early bird reading Look at me! Talent show!</p> 	<p>Wow moments Parents Evening Art workshop / Gallery Early bird reading</p> 	<p>Wow moments Math Morning – Board games share our success Early bird reading</p> 	<p>Wow moments Share a story Parent's Picnic</p> 
	<p>Analyse Nursery Assessments In-house –AIS Baseline data on entry National Baseline data by end of term - BEP Set up Trackers Set up early intervention programmes</p>	<p>On-going assessments Baseline analysis Pupil progress meetings Parents evening info EYFS team meetings In house moderation Midterm Assessments/ Tracker data</p>	<p>GLD Projections for EOY Cluster moderation EYFS team meetings Phase meeting and internal moderations Tracker data</p>	<p>Pupil progress meetings Parents evening info EYFS team meetings Tracker data</p>	<p>Cluster moderation EYFS team meetings Tracker data</p>	<p>Pupil progress meetings Parents evening info/reports EYFS team meetings Tracker data EOY data</p>

Our goals



EYFS at Alton Infant School Curriculum has our young pupils at it's heart. Through what they learn, we want to help them become:

Reflective Ladybird

I think about my learning and wonder what I have done well. I then think about how I can improve my learning or what I can do differently to make my learning even better.



Resilient Tortoise

I keep on trying and don't give up. It doesn't matter how hard I find my learning. When things get tough I use my resilience to stick at a task and always try my best. By being resilient I find that learning becomes easier than I thought.



Curious Cat

I think, wonder and ask questions about my learning. This means that I can find out about things and use these ideas in my learning. I really like to investigate and explore to find the answer to my questions.



Considerate Hedgehog

I consider the feelings of my friends to ensure that they can learn in a caring environment. I know my UNICEF Rights and use these to help my own thinking and to help respect other children and the planet.



Brave Spider

I am not afraid to take risks. I love to try something new and never say no, even though I might think it is something scary. I am not afraid of making mistakes as these help my learning. By taking risks I feel really good about myself and realise I can do things when I try.



Concentrating Caterpillar

I concentrate on what I need to do even when my friends are trying to get me to do something different. By concentrating I know I can improve my learning.

