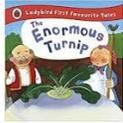
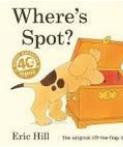
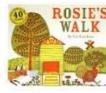
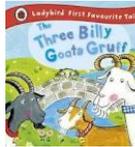
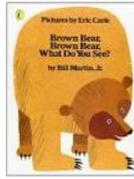
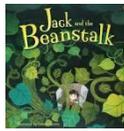
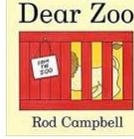
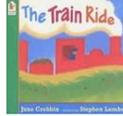
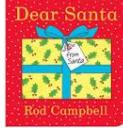
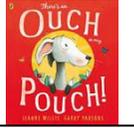
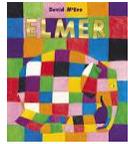
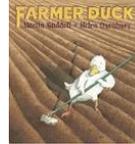
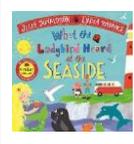
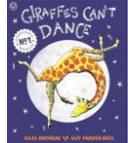
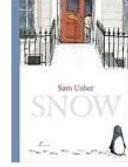
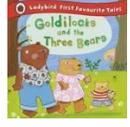
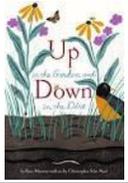
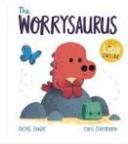


FS1 and FS2

The Vale Primary Academy Curriculum

	Autumn Term			Spring Term			Summer Term			
Theme	All About Me		Weather and Seasons	Traditional Tales		Plants	Animals		Adventure	
T4W Texts		Mr Wiggle and Mr Waggle	 Little Red Hen	 The Gingerbread Man	 The Enormous Turnip	Enormous Turnip		Gunny Wolf	 Finding Wild	Finding Wild
Nursery	 Where's Spot?	Where's spot	 Rosie's Walk	 Three Billy Goats Gruff	Three Billy Goats Gruff	 The Hungry Caterpillar	The Hungry Caterpillar	 Brown bear, brown bear what do you hear?	 We're going on a bear hunt	We're going on a bear hunt
	 The Rainbow Fish	Rainbow Fish	 Polar Bear, Polar Bear What do you hear?	 Jack and the Beanstalk	Jack and The Beanstalk	 Jaspers Beanstalk	Jaspers Beanstalk	 Dear Zoo	 The Train Ride	The Train Ride
	 The Smeets and Smooos	The Smeets and the Smoods	 Dear Santa	 Hansel and Gretel	Hansel and Gretel	 Titch	Titch	 There's an Ouch in my Pouch	 Lost and Found	Lost and Found

Supporting Texts Reception		Elmer		The Jolly Postman Christmas		Little Red Riding Hood		The Tiny Seed		Farmer Duck		What the Ladybird Heard, at the seaside
		Giraffes don't dance		Snow Sun Wind All by Sam Usher		Goldilocks and the Three Bears		Up in the garden, down in the dirt		The Great Pet Sale		The Rhythm of the Rain
		The worrysaur us		Stick Man		The Three Little Pigs		Superwor m		Owl Babies		Going on a Bear Hunt
Non Fiction T4W Text	Taking our toys for a walk, a recount.		Baking bread, instructional language and writing.		Mapping the journey, using prepositional phrases.		Turnip soup, recipe writing and verbal instructions.		Going for a magical walk, recounting what happened and writing.		Where we live, descriptive language.	

For Nursery –

Children enter the setting in Autumn 1, Spring 1 and Summer 1. When children join mid year, they will be expected to start from the beginning of year expectations. This will only be different if they baseline lower or higher.

Personal, Social & Emotional Development (PSED) Self-regulation Managing Self Building Relationships	<u>Nursery</u> <ul style="list-style-type: none"> - Develop their sense of responsibility and membership of a community. - 	<u>Nursery</u> <ul style="list-style-type: none"> - Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. - Play with one or more other children, extending and elaborating play ideas. 	<u>Nursery</u> <ul style="list-style-type: none"> - Increasingly follow rules, understanding why they are important. - Remember rules without needing an adult to remind them. 	<u>Nursery</u> <ul style="list-style-type: none"> - Show more confidence in new social situations. - Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. 	<u>Nursery</u> <ul style="list-style-type: none"> - Become more outgoing with unfamiliar people, in the safe context of their setting. - Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. 	<u>Nursery</u> <ul style="list-style-type: none"> - Develop appropriate ways of being assertive. - Talk with others to solve conflicts. - Understand gradually how others might be feeling.
	<u>Reception</u> <ul style="list-style-type: none"> - See themselves as a valuable individual. - Build constructive and respectful relationships. 	<u>Reception</u> <ul style="list-style-type: none"> - Express their feelings and consider the feelings of others 	<u>Reception</u> <ul style="list-style-type: none"> - Manage their own needs. 	<u>Reception</u> <ul style="list-style-type: none"> - Show resilience and perseverance in the face of challenge. 	<u>Reception</u> <ul style="list-style-type: none"> - Think about the perspectives of others. 	<u>Reception</u> <ul style="list-style-type: none"> - Identify and moderate their own feelings socially and emotionally.
Physical Fine motor skills Gross motor skills	<u>Nursery</u> <ul style="list-style-type: none"> - Show a preference for a dominant hand. 	<u>Nursery</u> <ul style="list-style-type: none"> - Make healthy choices about food, drink, activity and toothbrushing. - Use one-handed tools and equipment, for example, making snips in paper with scissors. - Use large-muscle movements to 	<u>Nursery</u> <ul style="list-style-type: none"> - Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. - Be increasingly independent as they get dressed 	<u>Nursery</u> <ul style="list-style-type: none"> - Use a comfortable grip with good control when holding pens and pencils. - Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a 	<u>Nursery</u> <ul style="list-style-type: none"> - Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. - Match their developing physical skills to tasks and activities in the 	<u>Nursery</u> <ul style="list-style-type: none"> - Start eating independently and learning how to use a knife and fork. - Start taking part in some group activities which they make up for themselves, or in teams. - Skip, hop, stand on one leg and

		<p>wave flags and streamers, paint and make marks.</p>	<p>and undressed, for example, putting coats on and doing up zips.</p> <ul style="list-style-type: none"> - Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. 	<p>small hole they dug with a trowel.</p> <ul style="list-style-type: none"> - Go up steps and stairs, or climb up apparatus, using alternate feet. 	<p>setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</p>	<p>hold a pose for a game like musical statues.</p> <ul style="list-style-type: none"> - Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
	<p>Reception</p> <ul style="list-style-type: none"> - Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. 	<p>Reception</p> <ul style="list-style-type: none"> - Revise and refine the fundamental movement skills they have already acquired: <ul style="list-style-type: none"> - rolling - crawling - walking - jumping - running - hopping - skipping - climbing - Further develop the skills they need to manage the school day successfully: <ul style="list-style-type: none"> - lining up and queuing - mealtimes - personal hygiene 	<p>Reception</p> <ul style="list-style-type: none"> - Progress towards a more fluent style of moving, with developing control and grace. - Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian 	<p>Reception</p> <ul style="list-style-type: none"> - 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. 	<p>Reception</p> <ul style="list-style-type: none"> - Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. - Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co- 	<p>Reception</p> <ul style="list-style-type: none"> - Combine different movements with ease and fluency. - Develop the foundations of a handwriting style which is fast, accurate and efficient.

					ordination and agility.	
<p>Communication & Language</p> <p>Listening, attention and understanding.</p> <p>Speaking</p>	<u>Nursery</u>	<p><u>Nursery</u></p> <ul style="list-style-type: none"> - Pay attention to more than one thing at a time, which can be difficult. - Enjoy listening to longer stories and can remember much of what happens. 	<p><u>Nursery</u></p> <ul style="list-style-type: none"> - Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". 	<p><u>Nursery</u></p> <ul style="list-style-type: none"> - Sing a large repertoire of songs. - Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" - Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." 	<p><u>Nursery</u></p> <ul style="list-style-type: none"> - Know many rhymes, be able to talk about familiar books, and be able to tell a long story. - Use longer sentences of four to six words. - Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. Develop their pronunciation but may have problems saying: <ul style="list-style-type: none"> - some sounds: r, j, th, ch, and sh - multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'. 	<p><u>Nursery</u></p> <ul style="list-style-type: none"> - Use a wider range of vocabulary. - Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Start a conversation with an adult or a friend and continue it for many turns.

	<p>Reception</p> <ul style="list-style-type: none"> - Understand how to listen carefully and why listening is important. - Develop social phrases. - Engage in story times 	<p>Reception</p> <ul style="list-style-type: none"> - Learn new vocabulary. - Use new vocabulary through the day. - Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. - Listen to and talk about stories to build familiarity and understanding. 	<p>Reception</p> <ul style="list-style-type: none"> - Ask questions to find out more and to check they understand what has been said to them. - Articulate their ideas and thoughts in well-formed sentences. - Listen carefully to rhymes and songs, paying attention to how they sound. 	<p>Reception</p> <ul style="list-style-type: none"> - Connect one idea or action to another using a range of connectives. - Learn rhymes, poems and songs. - Use new vocabulary in different contexts. 	<p>Reception</p> <ul style="list-style-type: none"> - Describe events in some detail. - Engage in non-fiction books. 	<p>Reception</p> <ul style="list-style-type: none"> - Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. - Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
<p>Literacy</p> <p>Comprehension Word Reading Writing</p>	<p>Nursery</p>	<p>Nursery</p>	<p>Nursery</p> <ul style="list-style-type: none"> - Engage in extended conversations about stories, learning new vocabulary. 	<p>Nursery</p> <ul style="list-style-type: none"> - Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book, page sequencing 	<p>Nursery</p> <ul style="list-style-type: none"> - Write some letters accurately. - Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. 	<p>Nursery</p> <ul style="list-style-type: none"> - Write some or all of their name. - Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother

	<u>Reception</u>	<u>Reception</u> <ul style="list-style-type: none"> - 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. 	<u>Reception</u> <ul style="list-style-type: none"> - Read some letter groups that each represent one sound and say sounds for them. - Form lower-case and capital letters correctly. 	<u>Reception</u> <ul style="list-style-type: none"> - Read a few common exception words matched to the school's phonic programme. - Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. - Spell words by identifying the sounds and then writing the sound with letter/s 	<u>Reception</u> <ul style="list-style-type: none"> - Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. - Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. - Re-read what they have written to check that it makes sense. 	<u>Reception</u>
Phonics <i>See Phonics Progression</i>	<u>Nursery</u> Phase 1 <ul style="list-style-type: none"> - Aspect 1 – sound discrimination (environmental) Phase 1	<u>Nursery</u> <ul style="list-style-type: none"> - Aspect 2 – sound discrimination (instruments) Phase 1 <ul style="list-style-type: none"> - Aspect 3 – sound discrimination (body percussion) 	<u>Nursery</u> Phase 1 <ul style="list-style-type: none"> - Aspect 4 and 5 – rhythm, rhyme and alliteration Phase 1	<u>Nursery</u> <ul style="list-style-type: none"> - Aspect 6 – voice sounds <i>First few sets of Phase 2 sounds to be slowly introduced with a letter a week if children are ready</i>	<u>Nursery</u> Phase 1 <ul style="list-style-type: none"> - Aspect 7 – oral blending and segmenting 	<u>Nursery</u> <i>First few sets of Phase 2 sounds to be slowly introduced with a letter a week if children are ready</i>
	<u>Reception</u> Phase 2	<u>Reception</u> Phase 2	<u>Reception</u> Phase 3	<u>Reception</u> Phase 3	<u>Reception</u> Phase 4 (under review)	<u>Reception</u> Phase 4 (under review)

Mathematics Number Numerical Patterns	<u>Nursery</u> - Say one number for each item in order: 1,2,3,4,5. - Recite numbers past 5. FOCUSING ON WHAT EACH NUMBER IS...number of the week.	<u>Nursery</u> - Show 'finger numbers' up to 5 - Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). - Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').	<u>Nursery</u> - Experiment with their own symbols and marks as well as numerals. - Solve real world mathematical problems with numbers up to 5. - Compare quantities using language: 'more than', 'fewer than'. - Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.	<u>Nursery</u> - Understand position through words alone - Describe a familiar route. - Discuss routes and locations, using words like 'in front of' and 'behind'. - Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'	<u>Nursery</u> - Combine shapes to make new ones - an arch, a bigger triangle etc. - Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. - Make comparisons between objects relating to size, length, weight and capacity.	<u>Nursery</u> - Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' - Notice and correct an error in a repeating pattern. - Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. - Use informal language like 'pointy', 'spotty', 'blobs' etc. Extend and create ABAB patterns – stick, leaf, stick, leaf.
	<u>Reception</u> - Count objects, actions and sounds.	<u>Reception</u> - Subitise. - Link the number symbol (numeral) with its cardinal number value. - Count beyond ten.	<u>Reception</u> - Compare numbers - Continue, copy and create repeating patterns. - Compare length, weight and capacity.	<u>Reception</u> - Understand the 'one more than/one less than' relationship between consecutive numbers. - Explore the composition of numbers to 10.	<u>Reception</u> - Automatically recall number bonds for numbers 0–10. - Select, rotate and manipulate shapes in order to develop spatial reasoning skills.	<u>Reception</u> - Focus on ELG statements.

				<ul style="list-style-type: none"> - Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. 		
<p>Understanding the World</p> <p>Past and present People, culture and communities The Natural World</p>	<p>Nursery</p> <ul style="list-style-type: none"> - Show interest in different occupations. - Begin to make sense of their own life-story and family's history. 	<p>Nursery</p> <ul style="list-style-type: none"> - Begin to understand the need to respect and care for the natural environment and all living things. - learning to: Examples of how to support this: Use all their senses in hands on exploration of natural materials. 	<p>Nursery</p> <ul style="list-style-type: none"> - Explore how things work. - Talk about what they see, using a wide vocabulary. - Explore collections of materials with similar and/or different properties. 	<p>Nursery</p> <ul style="list-style-type: none"> - Talk about the differences between materials and changes they notice. - Explore and talk about different forces they can feel. - Understand the key features of the life cycle of a plant and an animal. - Plant seeds and care for growing plants. 	<p>Nursery</p> <ul style="list-style-type: none"> - Continue developing positive attitudes about the differences between people. 	<p>Nursery</p> <ul style="list-style-type: none"> - Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
	<p>Reception</p> <ul style="list-style-type: none"> - Recognise that people have different beliefs and celebrate special times in different ways. - Understand that some places are special to members of their community. - Name and describe people who are familiar to them. 	<p>Reception</p> <ul style="list-style-type: none"> - Understand the effect of changing seasons on the natural world around them. - Draw information from a simple map. 	<p>Reception</p> <ul style="list-style-type: none"> - Compare and contrast characters from stories, including figures from the past. - Comment on images of familiar situations in the past. 	<p>Reception</p> <ul style="list-style-type: none"> - Describe what they see, hear and feel whilst outside. 	<p>Reception</p> <ul style="list-style-type: none"> - Recognise some environments that are different to the one in which they live. - Explore the natural world around them. 	<p>Reception</p> <ul style="list-style-type: none"> - Recognise some similarities and differences between life in this country and life in other countries.

	<ul style="list-style-type: none"> - Talk about members of their immediate family and community. 					
Expressive Arts & Design Creating with materials Being imaginative and expressive	<u>Nursery</u> <ul style="list-style-type: none"> - Take part in simple pretend play, using an object to represent something else even though they are not similar. 	<u>Nursery</u> <ul style="list-style-type: none"> - Explore different materials freely, in order to develop their ideas about how to use them and what to make. 	<u>Nursery</u> <ul style="list-style-type: none"> - Develop their own ideas and then decide which materials to use to express them. - Join different materials and explore different textures. 	<u>Nursery</u> <ul style="list-style-type: none"> - Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. - Create closed shapes with continuous lines, and begin to use these shapes to represent objects. 	<u>Nursery</u> <ul style="list-style-type: none"> - Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park - Draw with increasing complexity and detail, such as representing a face with a circle and including details. - Use drawing to represent ideas like movement or loud noises. 	<u>Nursery</u> <ul style="list-style-type: none"> - Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.
	<u>Reception</u> <ul style="list-style-type: none"> - Create collaboratively, sharing ideas, resources and skills. 	<u>Reception</u> <ul style="list-style-type: none"> - 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. 	<u>Reception</u> <ul style="list-style-type: none"> - Explore, use and refine a variety of artistic effects to express their ideas and feelings. - Listen attentively, move to and talk about music, expressing their feelings and responses. 	<u>Reception</u> <ul style="list-style-type: none"> - Watch and talk about dance and performance art, expressing their feelings and responses. - Sing in a group or on their own, increasingly matching the pitch and following the melody. 	<u>Reception</u>	<u>Reception</u>
Educational Visits & Visitors						

Experiences						
Celebrations/Festivals	Harvest (Late Sept/Oct) Halloween (Oct) Bonfire night (Nov) Diwali (Nov) Children in need (Nov) Hanukah (Dec) Christmas (Dec)		Chinese New Year (Feb) Valentine's Day (Feb) Pancake Day (Feb) World Book Day (Mar) Comic relief (Mar) Mother's Day (Mar) Easter (Apr)		Ramadan (May) Father's Day (Jun) Sports Day (Jul)	