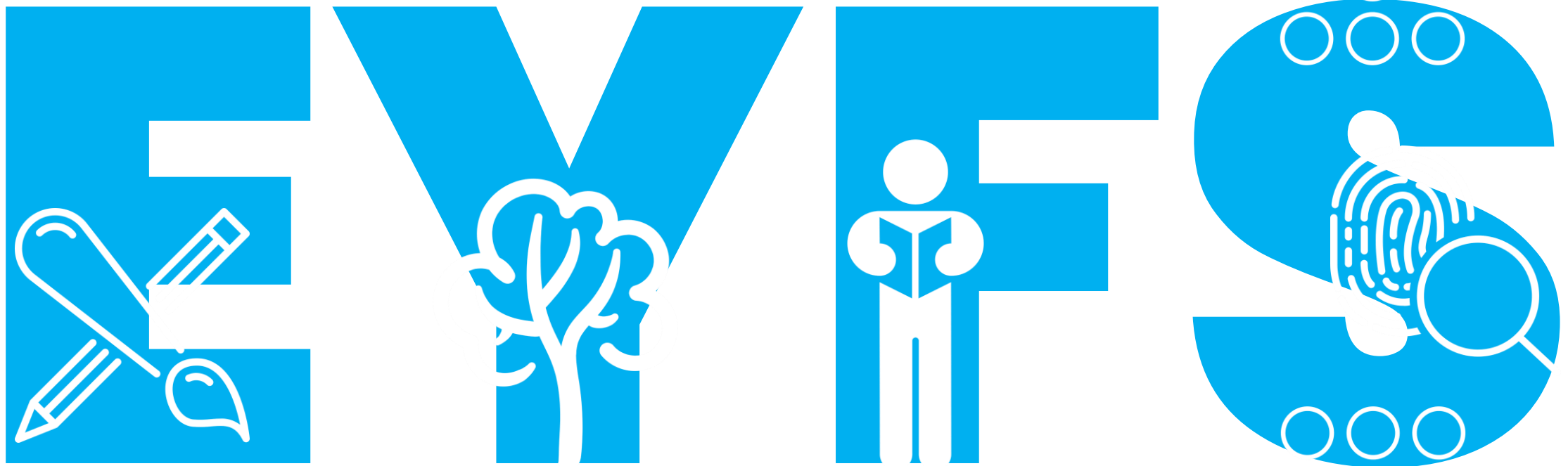


ST MARY'S, WELHAM GREEN



BETA

"Building foundations for the future, through play."

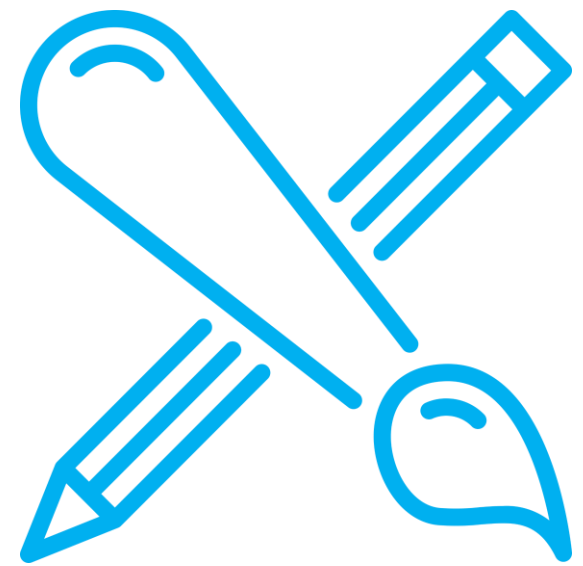
//

Play is our brain's
favorite way of
learning //

– **Diane Ackerman** –

TERRIFIC TOOL USERS

who develop the skills required to become confident and resilient authors.



Sequential Steps

- Grips tools to make marks
- Use a modified tripod grip to make circles or lines during play
- Use a tripod grip on drawing/painting tools to draw an enclosed shape to represent people with dots or different sized lines to represent detail
- Manipulates a range of tools and equipment in one hand
- To copy or form letters in their name
- Write some letters accurately.
- Form lower-case and capital letters correctly.
- Write simple phrases with words with known sound-letter correspondences using a capital letter and full stop.

Opportunities to Explore Learning

- Using one handed tools, paint brushes, rollers, pencils, pens, whiteboard markers, stamps, scissors, cutting with a knife etc.
- Busy fingers every morning
- Gross motor development – bikes and scooters
- Name writing cards
- Read Write Inc.
- Explore messy and sensory play

Books to Support Learning

A range of broad and diverse texts to encourage mark making and inspire their imaginations to prompt them into writing their own stories

Vocabulary

cutting
sticking
material
hold
tool
scissors
pencil
pen
felt-tip
coloured pencils
crayons
paintbrush
cutlery
mark-making
drawing
writing
safe
colour
design
make
create
draw
build
join

Subject Links to National Curriculum

- Art
- D&T
- English
- PE

ECO FRIENDS

who are dedicated to protecting, and understanding the world and how humans can impact it

Sequential Steps

- Describe what they see, hear and feel whilst outside.
- Begin to understand the need to respect and care for the natural environment and living things.
- Learn to use good ecological habits in daily life.
- To understand changes in the natural world around them and the impact of these changes.
- Learn key features of animals/plants.
- Make observational drawings of animals and plants.
- Consider how the past and present effect our world.
- Explore the world around them and their locality.
- Consider similarities and differences in environments and habitats found in different countries.
- Begin to understand the effect their behaviour and actions can have on the environment
- Use characters and historical figures to understand the past.

Subject Links to National Curriculum

- Geography
- History
- D&T
- Art
- Science

Opportunities to Explore Learning

- Forest schools
- Welly walks
- Explore growth and change (humans, animals, plants, snow/ice, seasons)
- Access to outdoors daily
- Recycling paper in classroom
- Provisioning bird table
- Minibeasts – bug hotel
- Habitats
- Caterpillar life cycle in class (Summer 1) – metamorphosis
- Get involved in community projects to improve the local environment
- Have plants all year round to look after
- Grow their own plants

Books to Support Learning

- One year with Kipper – Mick Inkpen
- Tree: Seasons Come, Seasons Go by Britta Teckentrip
- Little people, big dreams (Jane Goodall, Greta Thunberg, David Attenborough, Ernest Shackleton)
- Michael Recycle by Ellie Bethel
- Leaf man by Lois Ehlert
- Greta and the Giants by Zoe Tucker
- Actual size by Steve Jenkins
- Dear Greenpeace by Simon James
- We’re going on a Bear Hunt by Michael Rosen
- We’re going on a lion hunt by David Axtell
- Whatever Next! By Jill Murphy
- Dear Zoo by Rod Campbell
- The Very Hungry Caterpillar by Eric Carle



Vocabulary

Science

animal, head, legs, arms, knee, elbow, neck, face, feet, hands, bread, potatoes, apples, cereals, rice, meat, fish, milk, running, jumping, swimming, walking, chicken, hen, kitten, cat, puppy, dog, duckling, duck
Root, stem, tree, leaf, flower, water, seed, plant, growth, decay, push, pull, twist, squash, stretch, electricity, switch, see, hear, feel, senses

names of animals and plants seen in books and local area)

Geography

Autumn, Winter, Spring, Summer, Great Britain, UK, England, London, Welham Green, Hatfield country, countries, map,

History

Past, present, then, before, now, next, soon, later, yesterday, today, tomorrow, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, Autumn, Winter, Spring, Summer, January, February, March, April, May, June, July, August, September, October, November, December, year, baby, toddler, child, adult



SPECTACULAR STORY TELLERS AND BRILLIANT BOOKWORMS

who enjoy telling their own stories as well as
known ones and read for joy



Sequential Steps

- Enjoy being read to
- Begin to learn RWI sounds and link phoneme to grapheme.
- Hear the blend with Fred the Frog
- Listen attentively, respond with relevant questions and comments.
- Blend word time VC and CVCs
- Anticipate key events in stories
- Consider possible explanations for why things might happen/of happened whilst being read to.
- Retell stories and narratives in their own words and recently introduced vocabulary
- Roleplay characters in known and original narratives and stories.
- Learn sounds for each letter of the alphabet and at least 10 diagraphs.
- Read some red words.
- Invent, adapt and recount narratives and stories
- Perform songs, rhymes, poems and stories
- Learn to read independently

Subject Links to National Curriculum

- English

Opportunities to Explore Learning

- 6 core books
- Share nursery rhymes and other popular children's songs (wheels on the bus etc.)
- Visiting the class and school library
- Book swap visits
- Book making
- Props/resources to retell stories
- Sequencing stories
- Different people visiting class to share stories (parents, other teachers, governors etc.)
- Story mapping
- At least one story time session a day
- Book vote
- Story cubes/dice

Books to Support Learning

- Key texts for the year – Hello, Goodbye by David Lloyd, We're going on a Bear Hunt by Michael Rosen, The greatest journey by the Bible Society, Whatever Next! By Jill Murphy, Dear Zoo by Rod Campbell, The Very Hungry Caterpillar by Eric Carle, Fairy tales (numerous authors) including the three little pigs and Goldilocks and the three bears.
- Leaf man by Lois Ehlert
- The book with no pictures by B.J Novak
- Little rabbit foo foo by Michael Rosen
- The Gruffalo('s child) by Julia Donaldson
- It's the Bear by Jez Alborough
- Numerous books by focus authors: Eric Carle & Jill Murphy

Vocabulary

book
reading
library
author
page
spine
character
illustrator
blurb
front cover
fiction
non-fiction
poem
rhyme
song

story
traditional tale
letter
sound
alphabet

RWI
special friends
red words
green words
partner talk
alien words
magnet eyes

UNIQUE AND INDEPENDENT INDIVIDUALS

who embrace differences and work to develop their own skillsets.



Sequential Steps

- Identify and share special/significant events in their own lives
- Show interest in/ask questions about the lives of people who are familiar to them.
- Describes special times or events for family or friends.
- Show interest in different occupations and ways of life
- Identify some of the things that make them unique
- Compare different ways of life-identify similarities and differences
- Identify and understand their own feelings and those of others.
- Be confident to try new things showing independence, resilience and perseverance in the face of challenges
- Know right from wrong and the impact these choices have on others.
- Be a good friend to their peers, playing and working co-operatively.

Subject Links to National Curriculum

- PSHE
- RE

Opportunities to Explore Learning

- Independence and an understanding of what makes them unique.
- Wow vouchers
- Celebrating festivals/events
- Weekly job roles to develop confidence and ownership
- Personal hygiene independence – putting on their own coat, cutting up their food
- Jigsaw Lessons
- Family photos displayed in home corner.
- Home corner resources to reflect products found in their homes

Books to Support Learning

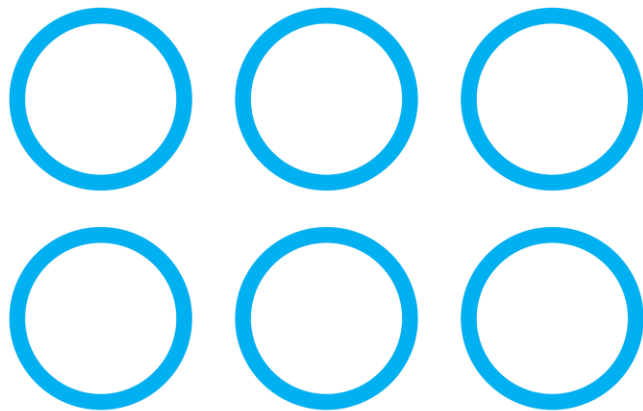
- Little people, big dreams (Jane Goodall, Greta Thunberg, David Attenborough, Ernest Shackleton, Amelia Earhart, Queen Elizabeth)
- Once There Were Giants by Martin Waddell
- Kind by Axel Scheffler
- Mixed by Arree Chung
- Colour monster by Anna Llenas
- Welcome by Barroux
- What I like by Catherine and Laurence Anholt
- What do I look like? By Nick Sharratt
- My World by Josie Firmin
- If you're happy and you know it by Anna McQuinn
- There's a bear on my chair by Ross Collins
- My many coloured days by Dr. Seuss
- Sometimes I feel sunny by Gillian Shields
- I am a rainbow by Dolly Parton

Vocabulary

identity	jobs (post person
feelings	police officer etc.)
emotions	exercise
(happy, sad,	healthy
angry, excited,	food
scared, worried,	clean
brave)	safe
gentle	sibling
kind	conflict
responsible	resolution
talent	body
skills	vulva
differences	penis
family	growing
friends	change
dreams	celebrations
goals	culture
perseverance	tradition
challenge	pets
help	

PRACTICAL PROBLEM SOLVERS

who use their mathematical understanding and critical thinking to explore challenges



Sequential Steps

- Count objects, sounds and actions
- Link numeral to cardinal number value
- Subitise numbers to 5
- Have a deep understanding of numbers to 10 and the composition of the number
- Recall number bonds to 10 and doubling facts.
- Count beyond 20 and recognise the pattern of numbers
- Compare quantities up to 10 recognising more/greater than, less/fewer than and when they are the same.
- Consider how amounts can be equally distributed.
- Compare length, weight and capacity
- Explore 2D shapes.

Subject Links to National Curriculum

- Maths

Opportunities to Explore Learning

- Baking – weighing/measuring ingredients
- Book Vote
- Maths Essentials
- Using real money in roleplay opportunities
- Singing maths based songs and rhymes
- Sharing maths based stories
- Considering real life sizes/measurements (animals, heights, shoe size etc.)
- Comparing and discussing position/ placings
- Using Mathematics in real life situations (cutting fruit in halves to share, tally marking house points, counting votes on book vote etc.).

Books to Support Learning

- Abigail by Catherine Rayner
- The numberlies by Colin and Jacqui Hawkins
- My one-ten books by Jane Belk Moncure
- One is a snail, Ten is a crab by April Pulley Sayre and Jeff Sayre
- Ten little monkeys by Tina Freeman
- Handa’s Hen by Eileen Browne
- The Great Pet Sale by Mick Inkpen
- Whatever Next! By Jill Murphy
- Dear Zoo by Rod Campbell
- The Very Hungry Caterpillar by Eric Carle
- We’re going on a Bear Hunt by Michael Rosen
- Day Monkey Night Monkey by Julia Donaldson
- Once There Were Giants by Martin Waddell
- One year with Kipper – Mick Inkpen
- Tree: Seasons Come, Seasons Go by BTeckentrip
- One to Ten and Back again – Nick Sharratt

Vocabulary

number	big/bigger/biggest
more	small/smaller/smallest
less	tall/taller/tallest
most	short/shorter/shortest
fewer	thin/thinner/thinnest
least	fat/fatter/fattest
count	wide/wider/widest
add	scales
plus	heavy
altogether	light
Subtract	shape names
takeaway	pattern
equal	solve
same	explain
similar	problem
different	positional language:
subitise	in, on , under, next to, on
compare	top of, behind, in front,
Sort	beside
dominoes	estimate
cubes	order
abacus	part
time	whole
dice	tally
length	number bond
height	number sentence
measure	odd
Little	even
heavy	double
light	half/halve

//

Play is the work
of the child.

//

– **Maria Montessori** –

“Building foundations for the future,
through play.”

