

ALFA ROMEO CURRICULUM OVERVIEW

Foundation Stage 1 and 2

Alfa Romeo Class Curriculum Overview

Two Year Cycle

Intent

At British Forces School Naples we believe that our Early Years Foundation Stage is crucial to developing firm foundations to be built upon throughout our school journey and beyond. It is our intent that the children who enter our EYFS develop physically, verbally, emotionally, creatively, intellectually and spiritually whilst embedding a positive attitude to school and learning in order for each child to achieve their full potential. We set high expectations throughout all areas of school life and beyond. Our school motto is introduced in our Reception Class 'Be the best that you can be in all that you do' and this is then embedded in all aspects of our children's lives as they become lifelong learners in an environment of acceptance and support. We believe that all children deserve to be valued as an individual and we are passionate in supporting all children to achieve their full, unique potential. We follow the EYFS curriculum, which has seven main areas of learning.

The Prime Areas:-

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

The Specific Areas:-

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts

Implementation

We implement these areas of learning by providing a safe, stimulating environment that allows children to discover, be challenged, consolidate and achieve their very best whilst developing their resilience and independence. We follow the Cornerstones Curriculum in Early Years which is a coherent, skills and knowledge-based primary curriculum with a creative edge. It's rooted in a proven pedagogy based on how children learn best. At its heart is the principle that every child deserves a rich, fun, engaging and broad learning experience. The curriculum nurtures engagement, curiosity and innovation, brings learning to life in meaningful ways, and really makes an impact. It encompasses all areas of learning and allows pupils to make connections through a topic-based approach. The children are also taught phonics, English and Maths alongside the Cornerstones Curriculum. There is a combination of adult-led, teacher taught whole class, group and individual support. Throughout all of these areas of learning and at the heart of the EYFS Curriculum are the "Characteristics of Effective Learning". We strive to develop these key characteristics of "Playing and Learning", "Active Learning" and "Thinking Critically" in order to give the children the skills that they will continue to draw upon throughout their development. We get to know our families and children well and use their interests and knowledge to support and inspire our children's knowledge and understanding of themselves, our local community and beyond.

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Our learning environments, both inside and outside are adapted to meet the different and developing needs of our children. We are passionate advocates for ensuring all of our children are able to share how they feel and work with them to support any worries or concerns they may have as we fully believe...Happy Children Learn.

Within our EYFS Curriculum, children are assessed through accurate observations informing future planning and children's individual next steps in their learning. This enables us to ensure learning is embedded and consistent and that all children continue to make the best possible progress within our EYFS setting.

Impact





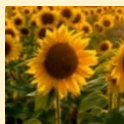

The impact of the EYFS curriculum is reflected in having well rounded, happy and confident children transitioning into Year 1 or on to new settings. Our children are often amazing role models for others in school. We use learning journals on Family App across the EYFS, supplemented with exercise books in Reception, which evidence to the children and their families the successes of the children throughout their time in Early Years.

As a team, we carry out regular internal moderation sessions and also ensure that staff attend external meetings and training to ensure that we feel confident with our judgements and that these judgements are consistent with a range of other settings.



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CYCLE A	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1 <i>Italian focus</i>		Summer 2	
Alpha Romeo FS1 and FS2	Me and My Community  (PSED)		Once Upon a Time  (Literacy)		Starry Night  (Understanding the World)		Dangerous Dinosaurs  (Understanding the World)		Sunshine and Sunflowers  (Understanding the World)		Big Wide World  (Understanding the World)	
	Engage	Express	Engage	Express	Engage	Express	Engage	Express	Engage	Express	Engage	Express
	Exploring our school community	Helping Hands Slide Show	Fairy-tale themed reading den	My Favourite story	Visit to a local garden	School Garden Visit	Prehistoric Safari	Fantastic Facts	Visit to a local formal garden	School Garden	Fantastic journeys for Reception	Trip around the world assembly
Enrichment ideas:	Fire station trip Visit from community members		Invite parents to read favourite stories		Science museum - observatory		Dinosaur exhibition - Astroni		Formal gardens at Caserta Palace or similar wildlife gardens; picnic in a park		Trips locally on different forms of transport. Transport museum	
Topic-related texts:	The Lion and the Mouse Lost and Found Enemy Pie Colin and Lea, Carrot and Pea My Mum Superhero Dad People who help us (A Focus on...) Once There Were Giants The Rainbow Fish The Baby's Catalogue Families, Families, Families		Goldilocks and the Three Bears Little Red Riding Hood Princess Daisy and the Dragon and the Nincompoop Knights Hansel and Gretel Cinderella The Three Billy Goats Gruff The Three Little Wolves and the Big Bad Pig The Three Little Pigs Goldilocks and Just the One Bear The True Story of the Three Little Pigs Aladdin		Peace at Last Whatever Next How to Catch a Star Owl Babies By the Light of the Moon See Inside Space Goodnight Everyone Goodnight World You Choose in Space Handa's Noisy Night		Cave Baby Dear Dinosaur Dear Dinosaur: T-Rex on Tour Dinosaur Roar! If I had a Dinosaur Little Kids First Big Book of Dinosaurs Tyrannosaurus Drip Dinosaurs (First Facts) Prehistoric Mammals How to Wash a Woolly Mammoth Stomp, Chomp, Big Roars! Here Come the Dinosaurs		What Can You See in Summer? My First Book of Garden Bugs Poems about Seasons Sun Shark in the Park! RHS How Does a Butterfly Grow? Errol's Garden My Butterfly Bouquet Jump and Shout! Guess How Much I Love You in the Summer Pop-up Garden The Tiny Seed The Very Hungry Caterpillar		This Is Our World All Are Welcome Our World: A First Book of Geography Fatou, Fetch the Water Penguin on Holiday Walk this World Under the Same Sky Handa's Hen One Gorilla: A Counting Book Clean Up! Mr Gumpy's Outing Mrs Armitage and the Big Wave Mrs Armitage on Wheel	

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		Rapunzel				You Choose
Develop 1	<p>Key Text: <i>Once There Were Giants</i> by Martin Waddell</p> <p>Skills and knowledge to develop:</p> <p>Families are all different sizes. We are all unique and special. There are things we are good at and things we can learn more about.</p> <p>Literacy</p>	<p>Key Texts: <i>Goldilocks and the Three Bears</i> and <i>Little Red Riding Hood</i></p> <p>Skills and knowledge to develop:</p> <p>Many traditional tales are set in woodlands and forests. Fairy tales are stories that have been told to children for hundreds of years. Fairy tales are set in the past.</p>	<p>Key Text: <i>Peace at Last</i> by Jill Murphy</p> <p>Skills and knowledge to develop:</p> <p>Sleep is important for human health. While we sleep, some people work.</p>	<p>Key Text: <i>Dear Dinosaur</i> by Chae Strathie</p> <p>Skills and knowledge to develop:</p> <p>Dinosaurs are prehistoric animals that lived millions of years ago. Some prehistoric animals, including dinosaurs are extinct. Dinosaur remains are called fossils. Carnivores are animals that eat other animals. Herbivores are animals that eat plants. A palaeontologist is a scientist that studies fossils.</p>	<p>Key Text: <i>Errol's Garden</i> by Gillian Hibbs</p> <p>Skills and knowledge to develop:</p> <p>Plants need air, sunlight, warmth, water and nutrients from soil to grow. Parts of plants include roots, stem, leaves, flowers and petals.</p>	<p>Key Text: <i>Our World: A First Book of Geography</i> by Sue Lowell Gallion</p> <p>Skills and knowledge to develop:</p> <p>A globe is a 3-D model of the Earth. Maps show 2-D images of places. A habitat is the natural home or environment of a living thing. Habitats include oceans, woodlands, ponds and gardens. Climates and environments are different, depending on their location on Earth.</p>
Develop 2	<p>Key Text: <i>Lost and Found</i> by Oliver Jeffers</p> <p>Skills and knowledge to develop:</p> <p>We need rules to keep us safe and happy. It is important to listen to adults at school and follow what they say. Some things are okay to do at school. These are good choices. Some things are not okay to do at school. These are bad choices. I need to take turns when playing with my friends at school. A friend is someone who I like to spend time with. Friends make us happy.</p>	<p>Key Texts: <i>The Three Billy Goats Gruff</i> and <i>The Three Little Pigs!</i></p> <p>Skills and knowledge to develop:</p> <p>Traditional tales often include animals as main characters. Some creatures in fairy tales are made up, such as trolls.</p>	<p>Key Text: <i>Owl Babies</i> by Martin Waddell</p> <p>Skills and knowledge to develop:</p> <p>The environment changes through the day and the year. Phenomena, such as day and night and weather can affect the way their environment appears. Animals are living things. There are lots of different types of animals, such as birds, insects and reptiles. Some animals come out at night and sleep during the day. These are known as nocturnal animal</p>	<p>Key Text: <i>Little Kids First Big Book of Dinosaurs</i> by Catherine D Hughes</p> <p>Skills and knowledge to develop</p> <p>Dinosaurs are prehistoric animals that lived millions of years ago. Dinosaurs are extinct. Dinosaur remains are called fossils. Carnivores are animals that eat other animals. Herbivores are animals that eat plants. A palaeontologist is a scientist that studies fossils.</p>	<p>Key Text: <i>My Butterfly Bouquet</i> by Nicola Davies</p> <p>Skills and knowledge to develop</p> <p>Female butterflies lay eggs on plants. Caterpillars hatch from the eggs. Caterpillars eat until they are fully grown, then they become a pupa. A caterpillar pupa is called a chrysalis. A butterfly emerges from a chrysalis. Butterflies drink nectar from flowers with their long tongues. Butterflies, ladybirds and bees are insects. Insects are small animals.</p>	<p>Key Text: <i>All Are Welcome</i> by Alexandra Penfold</p> <p>Skills and knowledge to develop</p> <p>We are part of a global community. Heritage is a person's unique, inherited sense of family identity, including the values, traditions, culture and artefacts handed down by previous generations.</p>

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					Insects have six legs and a hard-outer shell. Some insects have wings.	
Develop 3	<p>Key Text: <i>Invite people in from the community and/or watch People who help us video</i></p> <p>Skills and knowledge to develop</p> <p>There are adults in our community who help us. The emergency services help us.</p> <p>The emergency services include the fire service, the police and paramedics. To call the emergency services, dial 999.</p> <p>Other people who help us are doctors, nurses, teachers and postal workers.</p>	<p>Key Text: <i>Cinderella by Ladybird</i></p> <p>Skills and knowledge to develop</p> <p>Stories, books and pictures are used to help people find out about events in the past and people who lived in the past. Identifying similarities and differences helps us to make comparisons between our life and life in the past.</p> <p>Objects from the past can look different to objects now.</p> <p>Kings, queens, princes and princesses are part of royal families.</p> <p>The United Kingdom has a royal family. Elizabeth II is the Queen of the United Kingdom.</p>	<p>Key Text: <i>How to Catch a Star by Oliver Jeffers</i></p> <p>Skills and knowledge to develop:</p> <p>The environment changes through the day and the year. Phenomena, such as day and night and weather can affect the way their environment appears.</p> <p>Darkness is caused by the absence of light.</p> <p>The Moon and stars are always in the sky. They are not visible during the day due to sunlight</p>	<p>Key Text: <i>Cave Baby by Julia Donaldson</i></p> <p>Skills and knowledge to develop:</p> <p>Birds are the closest living relatives to dinosaurs. During the last Ice Age, sabre-toothed cats, giant ground sloths, mastodons and mammoths lived. These animals are now extinct. We know about these animals from their fossilised or frozen remains and cave paintings. Other reptiles, such as turtles and crocodiles, were alive at the same time as dinosaurs, as well as insects and fish.</p>	<p>Key Text: <i>Jump and Shout! by Mike Dumbleton</i></p> <p>Skills and knowledge to develop</p> <p>It is important to wear sun cream, sun hats and drink plenty of water to keep hydrated on hot sunny days.</p>	<p>Key Texts: <i>Under the Same Sky by Britta Teckentrup and Clean Up! by Nathan Bryon</i></p> <p>Skills and knowledge to develop</p> <p>Different countries around the world have different habitats, plants and animals. Litter and plastic waste cause harm to animals around the world.</p>
Innovate	<p>Provocation: Bear is feeling grumpy. He won't help the other toys to do their everyday jobs. He needs help understanding how to be a good friend and a helpful part of his community.</p> <p>Outcome: Make a special thank you card with a message to someone in your community.</p>	<p>Provocation: It is the King of Story Land's birthday! Every year he asks for new stories as his gifts. This year, he has asked for you to make up a new story and create puppets to act it out.</p> <p>Outcome: Create a story for the King's birthday and act it out using the character puppets.</p>	<p>Provocation: Tessy Bear can't get to sleep. She got all mixed up when she was getting ready for bed, then her room was too dark, she couldn't find her snugly blanket and she could hear funny noises in the woods outside. Poor Tessy.</p> <p>Outcome: Tessy Bear needs your help to get ready for bed and understand more about night time.</p>	<p>Provocation: You have been learning all about dinosaurs and other prehistoric animals. Now you have the task of designing a dinosaur and giving it a name.</p> <p>Outcome: Design a dinosaur and explain to an adult what it is called, where it lives and other interesting facts.</p>	<p>Provocation: You have had lots of fun outside. Now you are going to plan a picnic. You need to think about where you will have your picnic, what you will eat and drink, what games to play and how to make sure you stay safe in the sun.</p> <p>Outcome: Plan and go on a fun picnic</p>	<p>Provocation: You have been learning about journeys and places around the world. Now you are going to plan a fantastic trip to an exciting destination. You will need a passport, a destination and you will write a postcard.</p> <p>Outcome: Plan an exciting trip and tell someone at home all about it.</p>

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Phonics	Read Write Inc Phonics (RWI) is used to deliver phonics in EYFS. The programme is designed for children aged 4-7. However, for some children we may begin the programme in FS1 where children will be introduced to the RWI characters and the initial sounds in short five minutes sessions. In FS2 all children are taught daily phonics in small groups depending on their stage not age – see phonics progression grid.		
Maths:	White Rose Maths – Scheme of Learning Reception		
	<p>Getting To Know You</p> <ul style="list-style-type: none"> Introducing the provision Key times of the day Baseline assessment <p>Just Like Me</p> <ul style="list-style-type: none"> Match and Sort Compare Amounts Compare Size Mass and Capacity Exploring Pattern <p>It's Me 123</p> <ul style="list-style-type: none"> Representing 1,2 and 3 Comparing 1, 2 and 3 Composition of 1, 2 and 3 Circles and Triangles Positional Language <p>Light and Dark</p> <ul style="list-style-type: none"> Representing Numbers to 5 One More and Less Shapes with 4 sides Time 	<p>Alive in 5!</p> <ul style="list-style-type: none"> Introducing zero Comparing numbers to 5 Composition of 4 and 5 Compare mass Compare capacity <p>Growing 6, 7, 8</p> <ul style="list-style-type: none"> 6, 7 and 8 Making pairs Combining two groups Length and Height Time <p>Building 9 and 10</p> <ul style="list-style-type: none"> 9 and 10 Comparing numbers to 10 Number bonds to 10 3D shape Pattern 	<p>To 20 and Beyond</p> <ul style="list-style-type: none"> Building numbers beyond 10 Counting numbers beyond 10 Spatial Reasoning Match, Rotate, Manipulate <p>First, Then, Now</p> <ul style="list-style-type: none"> Adding more Taking Away Spatial Reasoning Compose and Decompose <p>Find the Pattern</p> <ul style="list-style-type: none"> Doubling Sharing and Grouping Even and Odd Spatial Reasoning Visualise and Build <p>On the Move</p> <ul style="list-style-type: none"> Deepening Understanding Patterns and relationships Spatial Reasoning Mapping
RE:	<p>Which People are Special and Why?</p> <ul style="list-style-type: none"> Talk about people who are special to you Say what makes other people special to you Talk about people who are special to you in the local community Recall a story about a special person in Sikhism (Guru Nanak) and talk about what can be learnt from it Identify some of the qualities of a good friend and identify your own good friends Recall and talk about a story of Jesus as a friend to the disciples 	<p>Which Stories are Special and Why?</p> <ul style="list-style-type: none"> Talk about some religious stories Recognise some religious words, e.g. about God Identify some of their own feelings in the stories they hear Identify a sacred text e.g. Bible, Qur'an Talk about what Jesus teaches about keeping promises and say why keeping promises is a good thing to do 	<p>Which Times are Special and Why?</p> <ul style="list-style-type: none"> Give examples of special occasions and suggest features of a good celebration Recall simple stories connected with Christmas/Easter and a festival from another faith Say why Christmas/Easter and a festival from another faith are special times for believers.

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<p>PSHE</p> <p>Jigsaw 4-5</p>	<p>Being Me in My World</p> <ul style="list-style-type: none"> Understand how it feels to belong and that we are similar and different Start to recognise and manage my feelings Enjoy working with others to make school a good place to be Understand why it is good to be kind and use gentle hands Begin to understand children's rights and this means we should all be allowed to learn and play Learning what being responsible means 	<p>Celebrating Differences</p> <ul style="list-style-type: none"> Identify something I am good at and understand everyone is good at different things Understand that being different makes us all special Know we are all different but the same in some ways Tell you why I think my home is special to me Tell you how to be a kind friend Know which words to use to stand up for myself when someone says or does something unkind 	<p>Dreams and Goals</p> <ul style="list-style-type: none"> Understand that if I persevere I can tackle challenges Tell you about a time I didn't give up until I achieved my goal Set a goal and work towards it Use kind words to encourage people Understand the link between what I learn now and the job I might like to do when I'm older Say how I feel when I achieve a goal and know what it means to feel proud 	<p>Healthy Me</p> <ul style="list-style-type: none"> Understand that I need to exercise to keep my body healthy Understand how moving and resting are good for my body Know which foods are healthy and not so healthy and can make healthy eating choices Know how to help myself go to sleep and understand why sleep is good for me Wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet Know what a stranger is and how to stay safe if a stranger approaches me 	<p>Relationships</p> <ul style="list-style-type: none"> Identify some of the jobs I do in my family and how I feel like I belong Know how to make friends to stop myself from feeling lonely Think of ways to solve problems and stay friends Understand the impact of unkind words Use Calm Me time to manage my feelings Know how to be a good friend 	<p>Changing Me</p> <ul style="list-style-type: none"> Name parts of the body Tell you some things I can do and foods I can eat to be healthy Understand that we all grow from babies to adults Express how I feel about moving to Year 1/new class/new school Talk about my worries and/or the things I am looking forward to about next year Share my memories of the best bits of this year
<p>Music</p>	<p>Who shall I be today? Musical Focus: Singing, playing, listening, responding, moving to music. Children dress up and engage in imaginative play, acting out their hopes and dreams.</p> <p>Working World Musical Focus: Texture; playing; simple graphic scores; composing. Children make sense of their physical world and their communities. They explore, observe and find out about people, places, technology and the environment.</p> <p>Amazing African Animals Musical Focus: Singing, playing, listening, responding and moving to music.</p>		<p>Stories and Sounds Musical Focus: Structure, singing, playing, listening, responding, moving to music. Children link sounds and letters together and to begin to read and write, by using a variety of reading materials such as books, poems, chants etc</p>	<p>Fabulous Food Musical Focus: Singing, playing, listening, responding, moving to music. Enjoy the many sensory and social pleasures of sharing food</p>	<p>Our Senses Musical Focus: Timbre, singing, playing, listening, responding, moving to music. Children explore and play with a wide range of media and materials, they have opportunities for sharing their thoughts, ideas and feelings through art, music, movement, dance, role-play, and design and technology.</p>	<p>Going Places Musical Focus: Pitch, singing, playing, listening, responding, moving to music. Children experience a rich language environment through speaking and listening, and develop their confidence and skills in expressing themselves</p>
<p>Italian</p>	<ul style="list-style-type: none"> To learn basic greetings To learn numbers to 5 and extend to ten 	<ul style="list-style-type: none"> Know the names of different pieces of cutlery 	<ul style="list-style-type: none"> Understand an Italian tradition –La Befana Name some farm animals 	<ul style="list-style-type: none"> Know the stories of the Commedia Dell'Arte 	<ul style="list-style-type: none"> Know the names of some vehicles in Italian and learn 	<ul style="list-style-type: none"> Learn vocabulary related to living in a city



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	<ul style="list-style-type: none"> • Ask someone their name • Share stories about colours and learn some colours • Begin to learn the days of the week • Begin to name some weather conditions e.g sunny, windy, hot, cold 	<ul style="list-style-type: none"> • Know the names of different items of food and explore through stories such as ‘The Hungry Caterpillar’ • Make a Christmas card. • Know some of the Christmas characters by studying a Presepe • Sing the words to a simple Christmas song. 	<ul style="list-style-type: none"> • Name some seas creatures • Name some items of clothing • Begin to understand what Italian people do to celebrate Carnevale • Learn a simple song for Carnevale • Listen to and talk about the story of Arlecchino 	<p>characters, where in Italy they come from and use adjectives to describe my character.</p> <ul style="list-style-type: none"> • Begin to explore some of the names of the rooms and furniture inside a house • Begin to understand Father’s day traditions in Italy • Begin to learn about Italian Easter traditions • Practise saying numbers in Italian on an Easter egg hunt 	<p>the Wheels on the bus in Italian.</p> <ul style="list-style-type: none"> • Learn positional and directional language outdoors • Learn different times of the day • Learn about Mother’s Day traditions 	<ul style="list-style-type: none"> • Understand the main types of holiday in Italy • Learn vocabulary related to holidays • Consolidate vocabulary linked to what we have learnt this year.
Occupations	Draw on occupations of people in the community	Farmers, inventors, robotic engineers,	Scientists, astronomers	Palaeontologist, museum curators, geologist, researcher	Horticulturalist, florist, landscapist, groundskeeper, forester, farmworker, arborist, lepidopterists	Environmentalist, conservationist, urban and regional planners, cartographer
SMSC and FBV	<p>Throughout EYFS children will explore SMSC and FBV through a range of experiences:</p> <p>Spirituality: use the outdoor environment for play and learning; explore aspects of nature such as weather and seasons; learn about themselves, their bodies and feelings; use their imagination and creativity in a range of tasks and activities; talk about things they have seen and places they have been.</p> <p>Moral: explore what right and wrong means through story and play; explore the consequences of behaviour choices.</p> <p>Social: learn and play in a range of groupings and pairings; participate in a range of social settings for example on visits; cooperate with others; explore ways of resolving conflict; take responsibility for carrying out small tasks; form positive relationships with other adults and children; listen to others in activities such as circle time or shared play</p> <p>Cultural: explore art and music from different cultures; investigate how their lives are the same or different to others; take part in cultural activities including plays and musical performances; learn about other places in the world.</p> <p>Democracy: make independent choices or make choices with help; take part in simple votes for example, a favourite story.</p> <p>Rule of Law: follow class and school rules; explore what happens when rules are broken.</p> <p>Individual Liberty: express their own ideas through art, music, play and conversations; give an opinion or share an idea about something important to them.</p> <p>Tolerance and Respect: play cooperatively; work and play in different social groups; listen to others in activities such as circle time or during shared play.</p>					
Cultural Capital	<p>We plan carefully to ensure that there is a wide range of experiences available to each and every child to enhance their Cultural Capital each year. Some aspects of Cultural Capital are covered within the curriculum, others are covered in assembly and some are through planned activities such as educational visits or residential. (see cultural capital statement – Appendix C)</p>					

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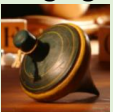



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<p>Key vocabulary</p>	<p>Mum, Dad, Auntie, Uncle, cousins, family, grandparent, key worker, nurse, doctor, paramedic, police, firefighter, teacher, friend, emergency services</p>	<p>once upon a time, wolf, bear, forest, woodcutter, chair, porridge, bed, spoon, woodland, pig, wolf, house, troll, goat, bridge</p>	<p>peace, the hour was late, snore, I can't stand this, living room, clock, leaky, refrigerator, notice, uncomfortable, alarm clock, nocturnal, diurnal, night, owl, branch, trunk, twig, mother, thought, think, hunt, ivy, brave, suppose, wish, soft, silent, swooped, fuss</p>	<p>museum, volcano, swamp, fossil, carnivore, herbivore, fossil, extinct, skeleton, armour, bone, spike, plate, horn, sabre-toothed cat, hyena, hare, woolly mammoth, mammal, sloth, fish, shark, insect</p>	<p>stem, leaf, petal, root, seed, grow, water, soil, bouquet, egg, wings, legs, tongue, antennae, insect, butterfly, caterpillar, chrysalis, pupa, nectar, ladybird, bee, sunshine, picnic, sun cream, hydrated</p>	<p>habitat, environment, mountain, ocean, forest, grassland, rainforest, desert, river, lake, sea, island, community, diversity, heritage, conservation</p>
<p>Learning Behaviours</p>	<p>Motivated Bee <i>I am an active and motivated learner.</i></p>  <p>Italian Bee I take pride in my work. I am enthusiastic about learning. I can stay on task. I am ready and want to learn. I want to get involved.</p>	<p>Collaborative Dolphin <i>We can work well together.</i></p>  <p>Striped Dolphin We can share my ideas and opinions with others. We respect and value everyone's ideas. We listen and respond positively to the ideas of others. We work responsibly as part of a team.</p>	<p>Resilient Turtle <i>I never, never, never give up!</i></p>  <p>Sicilian Pond Turtle I know it's ok to get things wrong. I will learn from my mistakes. I can take risks and I'm willing to try new things. I will challenge myself. If I make a mistake, I will stay strong and try again.</p>	<p>Organised Owl <i>I am ready to learn</i></p>  <p>Little Owl I will bring what I need from home to learn for the day. I will make sure that I have the resources I need to learn. I will help others to keep the class and school tidy and clean. I will take responsibility for my work.</p>	<p>Reflective Squirrel <i>I can improve my work and learning.</i></p>  <p>Red Squirrel I can always improve. I can identify how to make improvements. I have high expectations of myself. I can learn from others. I can be creative in my thinking. I can make links in my learning.</p>	<p>Independent Bear <i>I can be independent in my learning.</i></p>  <p>Marsican Brown Bear I can help myself. I find ways to solve the problem. I know when and who to ask for help when I need it I can think of new ways to do things. I take responsibility for my learning.</p>

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CYCLE B

	Autumn 1		Autumn 2		Spring 1		Spring 2 <i>Italian Focus</i>		Summer 1 <i>Italian focus</i>		Summer 2	
Alpha Romeo FS1 and FS2	Let's Explore  <i>(Understanding the World)</i>		Marvellous Machines  <i>(Understanding the World)</i>		Long Ago  <i>(Understanding the World)</i>		Ready Steady Grow  <i>(Understanding the World)</i>		On the beach  <i>(Understanding the World)</i>		Animal Safari  <i>(Understanding the World)</i>	
	Engage	Express	Engage	Express	Engage	Express	Engage	Express	Engage	Express	Engage	Express
	Let's Explore!	Stay and Play	Marvellous Machines – snack making	Incredible Invention Convention	Long Ago – museum visit	Stay and Play	Visit to a local farm	Our Learning slide show	Seaside in the setting	Sea themed party and dressing up	Zoo visit	Animal Assembly
Enrichment Ideas:	Science Museum		Naples museum Transport museum		Visit to a local farm		Visit to a local Lido		Naples Zoo			
Topic related texts:	Where's Spot? We're Going on a Bear Hunt A Bit Lost Harold and the Purple Crayon You Choose Mr Grumpy's Outing The Pirates Next Door Captain Flinn and the Pirate Dinosaurs The Night Pirates My Cat Likes to Hide in Boxes The Way I Feel In Every House, on Every Street Mini Rabbit Not Lost Where's My Teddy? Explorers (My First Heroes) Monkey Puzzle		You Can't Call an Elephant in an Emergency You Can't Take an Elephant on a Bus You Can't Let an Elephant Drive a Digger We Catch the Bus Car, Car, Truck, Jeep What Do Machines Do All Day? Machine Poems Vehicle ABC No-Bot the Robot's New Bottom No-Bot the Robot with No Bottom The Robot and the Bluebird Robo-Babies Rosie Revere, Engineer		Alfie at Nursery School Peepo! The Baby's Catalogue Alfie (The Big Alfie and Annie Rose Storybook) Lucy and Tom at School Lucy and Tom at the Seaside The Tiger Who Came to Tea Mog the Forgetful Cat My Two Grannies Classic Nursery Rhymes The History of Toys Where in the World? Cities Then and Now Clothes Then and Now Houses Then and Now Sport Then and Now		The Gigantic Turnip Healthy Foods Supertato Planting a Rainbow Jack and the Beanstalk Eating the Alphabet Jasper's Beanstalk Handa's Surprise Hand's Hen Oliver's Vegetables Rosie's Walk The Little Red Hen Farmer Duck Marvin Wanted MORE! Marvin Gets MAD! The Pig in the Pond Muddle Farm		Who's Hiding at the Seaside? Sally and the Limpet Lucy and Tom at the Seaside One is a Snail, Ten is a Crab Seaside (Nosy Crow) Hey Duggee: A Day at the Beach Chu's Day at the Beach Herman the Hermit Crab First Book of the Seashore At the Beach Tip Tap Went the Crab Welcome to the Rock Pool Where's the Starfish? Hooray for Fish! Exploring Rock Pools Clem and Crab		Book of Animals (Here We Are) Animal Homes: A lift-the-flap book of discovery Animal Surprises Animals Are Delicious (Phaidon) Doing the Animal Bop Animal Babies in the Forest! Little Kids First Big Book of Animals A First Book of Animals Little Red and the Very Hungry Lion Walking Through the Jungle The Koala Who Could Nature Trail Not That Pet!	

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	Owl Babies	Mrs Armitage on Wheels Winnie's New Computer The Internet is Like a Puddle	Seaside Holidays Then and Now Classic Fairytales	The Cow that Laid an Egg Diary of a Farmer	Come Away From the Water, Shirley Creature Features Oceans Commotion in the Ocean Tiddler: The story telling fish The Snail and the Whale Somebody Swallowed Stanley A First Book of the Sea The Night Pirates The Pirates Next Door Ten Little Pirates Pirates Love Underpants The Pirates are Coming! Dinosaur Pirates! (Nosy Crow)	Dear Zoo Dancing Birds and Signing Apes: How Animals Say I Love You From Head to Toe Handa's Hen Handa's Noisy Night Handa's Surprise Cheeky Monkey Animal Lullabies: Poems for the Young Hello, Hello Lion vs. Rabbit Can I Come Too? The Goggle-Eyed Goats Yes (Bobo and Friends) Play (Bobo and Friends) Hug (Bobo and Friends) Look After Us: A lift-the-flap book Monkey Puzzle This Zoo is Not for You (Nosy Crow) How to Be a Lion Monkey and Me Greedy Zebra (African Animal Tales)
Develop 1	<p>Key Text: <i>We're Going on a Bear Hunt</i> by Michael Rosen</p> <p>Skills and knowledge to develop: The five senses are sight, hearing, taste, touch and smell. Maps are 2-D representations of places and journeys.</p>	<p>Key Text: <i>What Do Machines Do All Day?</i> by Jo Nelson</p> <p>Skills and knowledge to develop: A machine is a man-made device. Machines use power to make them move or perform an action. Sound is created when something vibrates. Sound waves travel through air, water and solid objects. Batteries power electrical devices, such as torches and toys.</p>	<p>Key Text: <i>Rosie's Hat</i> by Julia Donaldson</p> <p>Skills and knowledge to develop: The past is made of events that have already happened. Memories are things we remember from the past. Your history is all the events that have happened in your life. A timeline shows the order in which events happened.</p>	<p>Key Text: <i>Jack and the Beanstalk</i> by Iona Treahy</p> <p>Skills and knowledge to develop: Plants need soil, water and sunlight to grow and survive. Some plants produce seeds so that they can grow new plants. Seeds come in different shapes, sizes and colours. Some seeds are edible and some are poisonous.</p>	<p>Key text: <i>Who's Hiding at the Seaside?</i> by Katherine McEwen</p> <p>Skills and knowledge to develop: The seashore is an area of sandy, stony or rocky land bordering and level with the sea. Leaving litter on beaches can potentially kill living things. A shell is the hard, protective outer case of a mollusc or crustacean. Crabs are crustaceans.</p>	<p>Key text: <i>A First Book of Animals</i> by Nicola Davies</p> <p>Skills and knowledge to develop: Carnivores are animals that eat other animals. Herbivores are animals that eat plants. Omnivores are animals that eat plants and other animals. Mammals are animals that breathe air, have warm blood and give birth to live babies.</p>

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		A battery is a store of electric power.		Different countries, communities and cultures have different food and traditions.	<p>Crabs have five pairs of legs. The first pair of legs has pincers.</p> <p>Rock pools or tide pools are shallow pools of seawater that form on the rocky part of the seashore. Many of these pools only appear at low tide.</p> <p>Rock pools are habitats for many animals, such as starfish, crabs, anemones, mussels, barnacles and periwinkles. Starfish are marine animals that can have a range of colours and patterns.</p> <p>Most starfish have five arms, but some have seven.</p> <p>Starfish use the tiny tube feet on their arms to move.</p> <p>A carnivore is an animal that eats other animals.</p> <p>A herbivore is an animal that eats plants.</p> <p>An omnivore is an animal that eats plants and other animals.</p> <p>Wading seabirds, such as oystercatchers and sandpipers, feed on shellfish and fish on the shoreline.</p> <p>Diving seabirds, such as cormorants and gannets, catch fish by diving into the sea.</p>	<p>Reptiles are animals that breathe air, have dry, scaly skin and lay eggs,</p> <p>Birds are animals that breathe air, have beaks and feathers and lay eggs.</p> <p>Reptiles, birds, fish, insects, amphibians and arachnids all lay eggs.</p> <p>Bird eggs have hard, chalky shells.</p> <p>Reptile eggs have soft, leathery shells.</p> <p>Animals build a home to provide shelter from the elements and other animals.</p>
Develop 2	<p>Key Text: <i>In Every House, on Every Street</i> by Jess Hitchman</p> <p>Skills and knowledge to develop:</p> <p>We are part of a community. A community is a group of people who live together or share a space.</p>	<p>Key Text: <i>Car, Car, Truck, Jeep</i> by Katrina Charman</p> <p>Skills and knowledge to develop:</p> <p>Vehicles are machines that transport people or goods. The emergency services include fire and rescue, police, RNLI and the ambulance service.</p>	<p>Key Text: <i>Coming to England</i> by Floella Benjamin</p> <p>Skills and knowledge to develop:</p> <p>Your grandparents are your parents' parents. All families are unique. They can be of different sizes and have different values, beliefs and</p>	<p>Key Text: <i>Handa's Surprise</i> by Eileen Browne</p> <p>Skills and knowledge to develop:</p> <p>Fruit and vegetables are healthy foods. Fatty, sugary or salty foods are unhealthy.</p>	<p>Key Text: <i>Somebody Swallowed Stanley</i> by Sarah Roberts</p> <p>Skills and knowledge to develop:</p> <p>Leaving litter on beaches can potentially kill marine life. World Ocean Day is celebrated each year on 8th June.</p>	<p>Key Text: <i>Little Red and the Very Hungry Lion</i> by Alex T Smith</p> <p>Skills and knowledge to develop:</p> <p>Africa is a continent made up of lots of countries.</p>

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	Maps and plans represent areas and show their features, including roads.	A mechanic is a skilled worker who repairs and maintains vehicle engines and other machinery.	traditions. Our families give us our heritage.	It is important to eat lots of fruit and vegetables and drink milk or water to stay healthy. Good hygiene is important to keep us healthy. Materials, including food, can change when heated or cooled. Regular exercise helps to keep us healthy. Exercise makes our hearts beat faster, and we get out of breath. Different environments can have different climates, weather, food, wildlife, transport and amenities, including shops, schools and houses.	World Ocean Day raises awareness about the plants and animals that live in the seas and oceans. The ocean is the body of salt water that covers over two thirds of the surface of the Earth. An ocean is a large expanse of water. Marine animals are animals that live in the seas or oceans. The polar regions, the Arctic and Antarctic, are always cold and icy. Fish use their gills for breathing in the water. Fish use their tails for swimming. Fish use their fins to keep them upright. Fish have scales to protect their bodies and help them to swim. An aquarium is a transparent water tank in which water creatures and plants live. Henri Matisse is a famous French artist.	
Develop 3	<p>Key Text: <i>Mr Gumpy's Outing</i> by John Burningham</p> <p>Skills and knowledge to develop:</p> <p>We live on planet Earth. The United Kingdom is made up of four countries: England, Northern Ireland, Scotland and Wales.</p>	<p>Key Text: <i>No-Bot, the Robot with No Bottom!</i> by Sue Hendra and Paul Linnet</p> <p>Skills and knowledge to develop:</p> <p>A robot is a machine that does a task. Robots only do what a person has built them to do. Some materials are magnetic, which means that they are attracted to (pull towards) a</p>	<p>Key Text: <i>Major Glad, Major Dizzy</i> by Jan Oke</p> <p>Skills and knowledge to develop:</p> <p>History is the study of life in the past. Historians and archaeologists are people who find out about life long ago. A timeline shows the order in which events happened.</p>	<p>Key Text: <i>Rosie's Walk</i> by Pat Hutchins</p> <p>Skills and knowledge to develop:</p> <p>Animal babies are known by different names than adult animals. Animals have features that make them easier to identify. Mammals, including cows, goats, pigs and sheep, produce milk for their babies.</p>	<p>Key Text: <i>Come away from the water, Shirley</i> by John Burningham.</p> <p>Skills and knowledge to develop:</p> <p>A sailor is a person who works as part of a crew on a ship or boat. A captain is the person who is in charge of a ship. A pirate is a person who robs and attacks a boat at sea.</p>	<p>Key Text: <i>Hello, Hello</i> by Brendan Wenzel</p> <p>Skills and knowledge to develop:</p> <p>Endangered animals are at risk of dying out. A habitat is the natural home for plants and animals. Rainforests are forests in tropical areas with heavy daily rainfall.</p>

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		magnet. Some metals are magnetic. Other materials are non-magnetic, such as wood, dough and glass.	Everyday objects, like clothes, vehicles and toys tell us about the past. They also change over time.		A map is a drawing that shows an area of land or sea. Maps show natural physical features, and man-made features. A compass is a tool that shows us directions. Groups of stars form patterns called constellations. The Sun rises in the east and sets in the west. A coastguard keeps watch on coastal waters to assist people or ships in danger. The RNLI is the Royal National Lifeboat Institute. The members volunteer to save people who are in danger. Something that keeps water out is waterproof. Boats are vessels for travelling over water, which are propelled by oars, sails or an engine.	The largest rainforest is the Amazon in South America. The Serengeti is in Africa. Camouflage is an animal's natural colouring or pattern that enables it to blend in with its surroundings. Conservation is the prevention of wasteful use of resources and how to preserve, protect or restore the natural environment and wildlife.
Innovate	<p>Provocation: Theo the teddy bear is new. He doesn't know where anything is and is feeling worried.</p> <p>Outcome: Help Theo the teddy bear to find out about your class and school by showing Theo around the classroom and telling him about the different activities they can do. Take him on a journey around school and create a map of your journey.</p>	<p>Provocation: Rosie Revere, Engineer, is holding a Marvellous Machines Incredible Invention Convention. She has asked you to design and create some new machines to present at the convention.</p> <p>Outcome: Invent and create a marvellous new machine for the Marvellous Machines Incredible Invention Convention</p>	<p>Provocation: You have been learning all about changes. Changes that happen during the year, how you have changed since you were a baby and changes over time.</p> <p>Outcome: Describe your learning about the past and changes over time including describing what you can do now that you couldn't do when you were a baby; explaining what you are looking forward to doing when you get older.</p>	<p>Provocation: Penny the pig helped the farm animals to make a super salad they all could share. Your challenge is to plan and make a super salad to share with your group. It has to be colourful, healthy and tasty.</p> <p>Outcome: Prepare and make a super salad to share with friends.</p>	<p>Provocation: Can you create a seaside picture and information pack to show the animals that live in rock pools, under the sea and on the seashore?</p> <p>Outcome: Create a seaside picture and explain to an adult the different animals that live at the seashore and in the sea.</p>	<p>Provocation: Listen to the story Greedy Zebra by Mwenye Hadithi. Imagine that you visit the magical cave to create a new animal. You will need to design your animal and its habitat.</p> <p>Outcome: Design an animal and explain to an adult what it is called, where it lives and other interesting facts.</p>
Phonics	Read Write Inc Phonics (RWI) is used to deliver phonics in EYFS. The programme is designed for children aged 4-7. However, for some children we may begin the programme in FS1 where children will be introduced to the RWI characters and the initial sounds in short five minutes sessions. In FS2 all children are taught daily phonics in small groups depending on their stage not age – see phonics progression grid.					

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<p>Maths:</p>	<p>White Rose Maths – Scheme of Learning Reception</p>		
	<p>Getting To Know You</p> <ul style="list-style-type: none"> Introducing the provision Key times of the day Baseline assessment <p>Just Like Me</p> <ul style="list-style-type: none"> Match and Sort Compare Amounts Compare Size Mass and Capacity Exploring Pattern <p>It's Me 123</p> <ul style="list-style-type: none"> Representing 1,2 and 3 Comparing 1, 2 and 3 Composition of 1, 2 and 3 Circles and Triangles Positional Language <p>Light and Dark</p> <ul style="list-style-type: none"> Representing Numbers to 5 One More and Less Shapes with 4 sides Time 	<p>Alive in 5!</p> <ul style="list-style-type: none"> Introducing zero Comparing numbers to 5 Composition of 4 and 5 Compare mass Compare capacity <p>Growing 6, 7, 8</p> <ul style="list-style-type: none"> 6, 7 and 8 Making pairs Combining two groups Length and Height Time <p>Building 9 and 10</p> <ul style="list-style-type: none"> 9 and 10 Comparing numbers to 10 Number bonds to 10 3D shape Pattern 	<p>To 20 and Beyond</p> <ul style="list-style-type: none"> Building numbers beyond 10 Counting numbers beyond 10 Spatial Reasoning Match, Rotate, Manipulate <p>First, Then, Now</p> <ul style="list-style-type: none"> Adding more Taking Away Spatial Reasoning Compose and Decompose <p>Find the Pattern</p> <ul style="list-style-type: none"> Doubling Sharing and Grouping Even and Odd Spatial Reasoning Visualise and Build <p>On the Move</p> <ul style="list-style-type: none"> Deepening Understanding Patterns and relationships Spatial Reasoning Mapping
<p>RE:</p>	<p>Which Places are Special and Why</p> <ul style="list-style-type: none"> Talk about somewhere that is special to you, saying why Be aware that churches have special meaning for Christians Be aware that mosques have special meaning for Muslims Talk about the things that are special and valued in a church/mosque Identify some significant features of churches/mosques Recognise a church Recognise a mosque Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church/ a mosque/ a special place 	<p>Where do we belong?</p> <ul style="list-style-type: none"> Share occasions when others have made them feel special Re-tell the story of Jesus blessing the children, making connections with personal experiences Share and record occasions when they belong to a group Recall simply what happens at a traditional Christian infant baptism Recall simply what happens when a baby is welcomed into the Muslim tradition Share occasions when things have happened in their lives that made them feel special 	<p>What is special about our world?</p> <ul style="list-style-type: none"> Talk about things I find interesting, puzzling or wonderful in nature and also about my own experiences and feelings about the world. Think about the wonders of the natural world, expressing ideas about how it was made and my feelings towards nature. Re-tell the story of creation from Genesis 1, talking about what it says about the world, God, human beings. Express ideas about how to look after wildlife in response to the stories of Muhammad and the Crying Camel and Muhammad and the Kittens. Talk about what the stories of Muhammad and the Crying Camel and Muhammad and the Kittens say about God, the world and human beings.

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						<ul style="list-style-type: none"> • Talk about what people do to mess up the world and what they do to look after it. • Talk about their own experiences and feelings about when the world is and is not looked after.
PSHE: Jigsaw	Being Me in My World <ul style="list-style-type: none"> • Understand how it feels to belong and that we are similar and different • Start to recognise and manage my feelings • Enjoy working with others to make school a good place to be • Understand why it is good to be kind and use gentle hands • Begin to understand children's rights and this means we should all be allowed to learn and play • Learning what being responsible means 	Celebrating Differences <ul style="list-style-type: none"> • Identify something I am good at and understand everyone is good at different things • Understand that being different makes us all special • Know we are all different but the same in some ways • Tell you why I think my home is special to me • Tell you how to be a kind friend • Know which words to use to stand up for myself when someone says or does something unkind 	Dreams and Goals <ul style="list-style-type: none"> • Understand that if I persevere I can tackle challenges • Tell you about a time I didn't give up until I achieved my goal • Set a goal and work towards it • Use kind words to encourage people • Understand the link between what I learn now and the job I might like to do when I'm older • Say how I feel when I achieve a goal and know what it means to feel proud 	Healthy Me <ul style="list-style-type: none"> • Understand that I need to exercise to keep my body healthy • Understand how moving and resting are good for my body • Know which foods are healthy and not so healthy and can make healthy eating choices • Know how to help myself go to sleep and understand why sleep is good for me • Wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet • Know what a stranger is and how to stay safe if a stranger approaches me 	Relationships <ul style="list-style-type: none"> • Identify some of the jobs I do in my family and how I feel like I belong • Know how to make friends to stop myself from feeling lonely • Think of ways to solve problems and stay friends • Understand the impact of unkind words • Use Calm Me time to manage my feelings • Know how to be a good friend 	Changing Me <ul style="list-style-type: none"> • Name parts of the body • Tell you some things I can do and foods I can eat to be healthy • Understand that we all grow from babies to adults • Express how I feel about moving to Year 1/new class/new school • Talk about my worries and/or the things I am looking forward to about next year • Share my memories of the best bits of this year
Music	Special People Musical Focus: Beat, tempo, singing, playing, listening, responding, moving to music. Children develop a positive sense of themselves, to form relationships and respect for others, as well as developing social skills and the ability to manage their feelings. A Tale from Long Ago Musical Focus: Singing, playing, listening, responding, moving to music.	When Snowflakes Fall Musical Focus: Singing, playing, listening, responding, moving to music. Experience the excitement of snowfall and the magic of a frozen world	Let's Go Green Musical Focus: Singing, playing, listening, responding, moving to music. Imaginative ways to reuse and recycle Beyond the Stars Musical Focus: Singing, playing, listening, responding, moving to music. Discover the wider universe and hear about adventures into wider space	Under the Sea Musical Focus: Singing, playing, listening, responding, moving to music. Dive into the watery world of mysterious and exciting marine life.	A Sky Full of Colour Musical Focus: Singing, playing, listening, responding, moving to music. Experiment with colour and learn about the conditions that produce the beautiful rainbows that we see in the sky. Busy City Musical Focus: Singing, playing, listening, responding, moving to music.	Our Growing World Musical Focus: Singing, playing, listening, responding, moving to music. Engage with the natural world and the creativity that it inspires







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	Explore the magic of a traditional tale				Explore and compare urban and rural environments.	
Italian	<ul style="list-style-type: none"> To learn basic greetings To learn numbers to 5 and extend to ten Ask someone their name Share stories about colours and learn some colours Begin to learn the days of the week Begin to name some weather conditions e.g sunny, windy, hot, cold 	<ul style="list-style-type: none"> Know the names of different pieces of cutlery Know the names of different items of food and explore through stories such as 'The Hungry Caterpillar' Make a Christmas card. Know some of the Christmas characters by studying a Presepe Sing the words to a simple Christmas song. 	<ul style="list-style-type: none"> Understand an Italian tradition –La Befana Name some farm animals Name some seas creatures Name some items of clothing Begin to understand what Italian people do to celebrate Carnevale Learn a simple song for Carnevale Listen to and talk about the story of Arlecchino 	<ul style="list-style-type: none"> Know the stories of the Commedia Dell'Arte characters, where in Italy they come from and use adjectives to describe my character. Begin to explore some of the names of the rooms and furniture inside a house Begin to understand Father's day traditions in Italy Begin to learn about Italian Easter traditions Practise saying numbers in Italian on an Easter egg hunt 	<ul style="list-style-type: none"> Know the names of some vehicles in Italian and learn the Wheels on the bus in Italian. Learn positional and directional language outdoors Learn different times of the day Learn about Mother's Day traditions 	<ul style="list-style-type: none"> Learn vocabulary related to living in a city Understand the main types of holiday in Italy Learn vocabulary related to holidays Consolidate vocabulary linked to what we have learnt this year.
Occupations	Occupations from within the current community members	Engineer, inventor, robotic engineer, designer, computer scientist, web designer, lorry driver, mechanic, emergency services worker	Museum curator, occupations of grandparents, historian, archaeologist, biographer	Farmer, horticulturalist, fair trade charity worker, baker, vet, restaurateur, nutritionist, vet	Sailor, beach lifeguard, marine biologist, aquatic veterinarian, conservationist, marine environmental scientist,	Veterinarian, zookeeper, zoologist, conservation officer, animal shelter worker, ecologist, wildlife rehabilitator
SMSC and FBV	<p>Throughout EYFS children will explore SMSC and FBV through a range of experiences:</p> <p>Spirituality: use the outdoor environment for play and learning; explore aspects of nature such as weather and seasons; learn about themselves, their bodies and feelings; use their imagination and creativity in a range of tasks and activities; talk about things they have seen and places they have been.</p> <p>Moral: explore what right and wrong means through story and play; explore the consequences of behaviour choices.</p> <p>Social: learn and play in a range of groupings and pairings; participate in a range of social settings for example on visits; cooperate with others; explore ways of resolving conflict; take responsibility for carrying out small tasks; form positive relationships with other adults and children; listen to others in activities such as circle time or shared play</p> <p>Cultural: explore art and music from different cultures; investigate how their lives are the same or different to others; take part in cultural activities including plays and musical performances; learn about other places in the world.</p> <p>Democracy: make independent choices or make choices with help; take part in simple votes for example, a favourite story.</p> <p>Rule of Law: follow class and school rules; explore what happens when rules are broken.</p> <p>Individual Liberty: express their own ideas through art, music, play and conversations; give an opinion or share an idea about something important to them.</p> <p>Tolerance and Respect: play cooperatively; work and play in different social groups; listen to others in activities such as circle time or during shared play.</p>					

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<p>Cultural Capital</p>	<p>We plan carefully to ensure that there is a wide range of experiences available to each and every child to enhance their Cultural Capital each year. Some aspects of Cultural Capital are covered within the curriculum, others are covered in assembly and some are through planned activities such as educational visits or residential. (see cultural capital statement – Appendix C)</p>					
<p>Key Vocabulary</p>	<p>senses, smell, emotions, anger, happiness, sadness, fear, map, street, town, village, community, Earth, United Kingdom, journey, holiday</p>	<p>machine, communicate, technology, battery, electricity, sound, vibration, vehicle, wheel, axle, transport, robot, instructions, magnet, magnetic, metal</p>	<p>memory, remember, baby, toddler, adult, grow, history, grandparent, grandma, grandad, granny, grandpa, nana, family, sister, brother, aunt, uncle, cousin, history, heritage</p>	<p>seed, soil, root, leaves, stalk, grow, water, sunlight, healthy, unhealthy, diet, vitamin, vegetable, fruit, hydrate, sugar, fat, exercise, heart, baby, calf, kid, chick, lamb, piglet, cygnet, puppy, kitten, produce</p>	<p>seashore, crab, hermit crab, shell, anemone, starfish, rock pool, seaweed, gull, cliff, limpet, barnacle, seal, herbivore, carnivore, omnivore, marine, sea, ocean, shark, whale, dolphin, squid, octopus, jellyfish, fish, scales, gills, tail, fin</p>	<p>reptile, mammal, bird, eggs, scaly, mammal, bird, fur, feathers, beak, claws, teeth, carnivore, meat, herbivore, plants, omnivore, brave, resilient, Africa, Australia, lion, koala, endangered, extinct, conservation, camouflage, wildlife, rainforest, desert, polar, pattern, spot, stripe</p>
<p>Learning Behaviours</p>	<p>Motivated Bee <i>I am an active and motivated learner.</i></p>  <p>Italian Bee I take pride in my work. I am enthusiastic about learning. I can stay on task. I am ready and want to learn. I want to get involved.</p>	<p>Collaborative Dolphin <i>We can work well together.</i></p>  <p>Striped Dolphin We can share my ideas and opinions with others. We respect and value everyone's ideas. We listen and respond positively to the ideas of others. We work responsibly as part of a team.</p>	<p>Resilient Turtle <i>I never, never, never give up!</i></p>  <p>Sicilian Pond Turtle I know it's ok to get things wrong. I will learn from my mistakes. I can take risks and I'm willing to try new things. I will challenge myself. If I make a mistake, I will stay strong and try again.</p>	<p>Organised Owl <i>I am ready to learn</i></p>  <p>Little Owl I will bring what I need from home to learn for the day. I will make sure that I have the resources I need to learn. I will help others to keep the class and school tidy and clean. I will take responsibility for my work.</p>	<p>Reflective Squirrel <i>I can improve my work and learning.</i></p>  <p>Red Squirrel I can always improve. I can identify how to make improvements. I have high expectations of myself. I can learn from others. I can be creative in my thinking. I can make links in my learning.</p>	<p>Independent Bear <i>I can be independent in my learning.</i></p>  <p>Marsican Brown Bear I can help myself. I find ways to solve the problem. I know when and who to ask for help when I need it I can think of new ways to do things. I take responsibility for my learning.</p>

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Appendix A: Early Years Development Matters

Birth to Three	Three and Four-Year-Olds	Children in Reception
Communication and Language		
<ul style="list-style-type: none"> • Turn towards familiar sounds. They are also startled by loud noises and accurately locate the source of a familiar person’s voice, such as their key person or a parent. • Gaze at faces, copying facial expressions and movements like sticking out their tongue. Make eye contact for longer periods. • Watch someone’s face as they talk. • Copy what adults do, taking ‘turns’ in conversations (through babbling) and activities. Try to copy adult speech and lip movements. • Enjoy singing, music and toys that make sounds. • Recognise and are calmed by a familiar and friendly voice. • Listen and respond to a simple instruction. • Make sounds to get attention in different ways (for example, crying when hungry or unhappy, making gurgling sounds, laughing, cooing or babbling). • Babble, using sounds like ‘baba’, ‘mamama’. • Use gestures like waving and pointing to communicate. • Reach or point to something they want while making sounds. • Copy your gestures and words. • Constantly babble and use single words during play. • Use intonation, pitch and changing volume when ‘talking’. • Understand single words in context – ‘cup’, ‘milk’, ‘daddy’. • Understand frequently used words such as ‘all gone’, ‘no’ and ‘bye-bye’. • Understand simple instructions like “give to nanny” or “stop”. • Recognise and point to objects if asked about them. 	<ul style="list-style-type: none"> • Enjoy listening to longer stories and can remember much of what happens. • Pay attention to more than one thing at a time, which can be difficult. • Use a wider range of vocabulary. • Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”. • Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” • Sing a large repertoire of songs. • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. • 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 - multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’ • Use longer sentences of four to six words. • 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. • Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.” 	<ul style="list-style-type: none"> • Understand how to listen carefully and why listening is important. • Learn new vocabulary. • Use new vocabulary through the day. • 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. • Connect one idea or action to another using a range of connectives. • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Develop social phrases. • Engage in story times. • Listen to and talk about stories to build familiarity and understanding. • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. • Use new vocabulary in different contexts. • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs. • Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

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<ul style="list-style-type: none"> • Generally focus on an activity of their own choice and find it difficult to be directed • by an adult. • Listen to other people’s talk with interest, but can easily be distracted by other things. • Make themselves understood, and can become frustrated when they cannot. • Start to say how they are feeling, using words as well as actions. • Start to develop conversation, often jumping from topic to topic. • Develop pretend play: ‘putting the baby to sleep’ or ‘driving the car to the shops’. • Use the speech sounds p, b, m, w. • Pronounce: l/r/w/y - s/sh/ch/dz/j f/th and multi-syllabic words such as ‘banana’ and ‘computer’ • Listen to simple stories and understand what is happening, with the help of the pictures. • Identify familiar objects and properties for practitioners when they are described. For example: ‘Katie’s coat’, ‘blue car’, ‘shiny apple’. • Understand and act on longer sentences like ‘make teddy jump’ or • ‘find your coat’. • Understand simple questions about ‘who’, ‘what’ and ‘where’ (but generally not ‘why’). 		
Personal, Social and Emotional Development		
<ul style="list-style-type: none"> • Find ways to calm themselves, through being calmed and comforted by their key person. • Establish their sense of self. • Express preferences and decisions. They also try new things and start establishing their autonomy. • Engage with others through gestures, gaze and talk. • Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink. 	<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. • Develop their sense of responsibility and membership of a community. • Become more outgoing with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations. 	<ul style="list-style-type: none"> • See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others. • Manage their own needs. - Personal hygiene

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<ul style="list-style-type: none"> • Find ways of managing transitions, for example from their parent to their key person. • Thrive as they develop self-assurance. • Look back as they crawl or walk away from their key person. Look for clues about how to respond to something interesting. • Play with increasing confidence on their own and with other children, because they know their key person is nearby and available. • Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person. • Feel strong enough to express a range of emotions. • Grow in independence, rejecting help (“me do it”). Sometimes this leads to feelings of frustration and tantrums. • Begin to show ‘effortful control’. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. • Be increasingly able to talk about and manage their emotions. • Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on. • Develop friendships with other children. • Safely explore emotions beyond their normal range through play and stories. • Are talking about their feelings in more elaborated ways: “I’m sad because...” or “I love it when ...”. • Learn to use the toilet with help, and then independently. 	<ul style="list-style-type: none"> • Play with one or more other children, extending and elaborating play ideas. • Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. • Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. • Understand gradually how others might be feeling. • Be increasingly independent in meeting their own care needs, e.g brushing teeth, using the toilet, washing and drying their hands thoroughly. • Make healthy choices about food, drink, activity and toothbrushing. 	<ul style="list-style-type: none"> • 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
Physical Development		
<ul style="list-style-type: none"> • Lift their head while lying on their front. • Push their chest up with straight arms. • Roll over: from front to back, then back to front. • Enjoy moving when outdoors and inside. • Sit without support. 	<ul style="list-style-type: none"> • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Go up steps and stairs, or climb up apparatus, using alternate feet. 	<ul style="list-style-type: none"> • Revise and refine the fundamental movement skills they have already acquired: rolling, walking, running, skipping, crawling, jumping, hopping, climbing • Progress towards a more fluent style of moving, with developing control and grace.

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<ul style="list-style-type: none"> • Begin to crawl in different ways and directions. • Pull themselves upright and bouncing in preparation for walking. • Reach out for objects as co-ordination develops. • Pass things from one hand to the other. Let go of things and hand them to another person, or drop them. • Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking. • Clap and stamp to music. • Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them. • Enjoy starting to kick, throw and catch balls. • Build independently with a range of appropriate resources. • Begin to walk independently – choosing appropriate props to support at first. • Walk, run, jump and climb – and start to use the stairs independently. • Spin, roll and independently use ropes and swings (for example, tyre swings). • Sit on a push-along wheeled toy, use a scooter or ride a tricycle. • Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. • Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress. • Start eating independently and learning how to use a knife and fork. • Develop manipulation and control. • Explore different materials and tools. 	<ul style="list-style-type: none"> • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • Use large-muscle movements to wave flags and streamers, paint and make marks. • Start taking part in some group activities which they make up for themselves, or in teams. • Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. • Match their developing physical skills to tasks and activities in the setting. For example, they • decide whether to crawl, walk or run across a plank, depending on its length and width. • Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand. • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. 	<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. • 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. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Combine different movements with ease and fluency. • 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-ordination and agility. • 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. • Develop the foundations of a handwriting style which is fast, accurate and efficient. • Further develop the skills they need to manage the school day successfully: lining up and queuing; mealtimes
Literacy		
<ul style="list-style-type: none"> • Enjoy songs and rhymes, tuning in and paying attention. 	<ul style="list-style-type: none"> • Understand the five key concepts about print: - print has meaning 	<ul style="list-style-type: none"> • Read individual letters by saying the sounds for them.

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<ul style="list-style-type: none"> • Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. • Say some of the words in songs and rhymes. • Copy finger movements and other gestures. • Sing songs and say rhymes independently, for example, singing whilst playing. • Enjoy sharing books with an adult. • Pay attention and respond to the pictures or the words. • Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. • Repeat words and phrases from familiar stories. • Ask questions about the book. Makes comments and shares their own ideas. • Develop play around favourite stories using props. • Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. • Enjoy drawing freely. • Add some marks to their drawings, which they give meaning to. For example: "That says mummy." • Make marks on their picture to stand for their name. 	<ul style="list-style-type: none"> - 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 • 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 • Engage in extended conversations about stories, learning new vocabulary. • 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. • Write some or all of their name. • Write some letters accurately. 	<ul style="list-style-type: none"> • Blend sounds into words, so that they can read short words made up of known letter- sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • 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. • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s. • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. • Re-read what they have written to check that it makes sense.
Mathematics		
<ul style="list-style-type: none"> • Combine objects like stacking blocks and cups. Put objects inside others and take them out again. • Take part in finger rhymes with numbers. • React to changes of amount in a group of up to three items. • Compare amounts, saying 'lots', 'more' or 'same'. • Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. • Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.' • Climb and squeeze themselves into different types of spaces. • Build with a range of resources. • Complete inset puzzles. 	<ul style="list-style-type: none"> • Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). • Recite numbers past 5. • Say one number for each item in order: 1,2,3,4,5. • Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). • Show 'finger numbers' up to 5. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Experiment with their own symbols and marks as well as numerals. • Solve real world mathematical problems with numbers up to 5. 	<ul style="list-style-type: none"> • Count objects, actions and sounds. • Subitise. • Link the number symbol (numeral) with its cardinal number value. • Count beyond ten. • Compare numbers. • Understand the 'one more than/one less than' relationship between consecutive numbers. • Explore the composition of numbers to 10. • Automatically recall number bonds for numbers 0-5 and some to 10. • Select, rotate and manipulate shapes in order to develop spatial reasoning skills.

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<ul style="list-style-type: none"> • Compare sizes, weights etc. using gesture and language - 'bigger/ little/smaller', 'high/low', 'tall', 'heavy'. • Notice patterns and arrange things in patterns. 	<ul style="list-style-type: none"> • Compare quantities using language: 'more than', 'fewer than'. • 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'. • Understand position through words alone – for example, "The bag is under the table," – with no pointing. • Describe a familiar route. • Discuss routes and locations, using words like 'in front of' and 'behind'. • Make comparisons between objects relating to size, length, weight and capacity. • Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. • Combine shapes to make new ones – an arch, a bigger triangle, etc. • Talk about and identifies 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. • Notice and correct an error in a repeating pattern. • Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' 	<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. • Continue, copy and create repeating patterns. • Compare length, weight and capacity.
Understanding the World		
<ul style="list-style-type: none"> • Repeat actions that have an effect. • Explore materials with different properties. • Explore natural materials, indoors and outside. • Explore and respond to different natural phenomena in their setting and on trips. • Make connections between the features of their family and other families. • Notice differences between people. 	<ul style="list-style-type: none"> • Use all their senses in hands-on exploration of natural materials. • Explore collections of materials with similar and/or different properties. • Talk about what they see, using a wide vocabulary. • Begin to make sense of their own life-story and family's history. • Show interest in different occupations. • Explore how things work. • Plant seeds and care for growing plants. 	<ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures • from the past. • Draw information from a simple map. • Understand that some places are special to members of their community.

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	<ul style="list-style-type: none"> • Understand the key features of the life cycle of a plant and an animal. • Begin to understand the need to respect and care for the natural environment and all living things. • Explore and talk about different forces they can feel. • Talk about the differences between materials and changes they notice. • Continue developing positive attitudes about the differences between people. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. 	<ul style="list-style-type: none"> • 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. • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Recognise some environments that are different to the one in which they live. • Understand the effect of changing seasons on the natural world around them.
Expressive Arts and Design		
<ul style="list-style-type: none"> • Show attention to sounds and music. • Respond emotionally and physically to music when it changes. • Move and dance to music. • Anticipate phrases and actions in rhymes and songs, like 'Peepo'. • Explore their voices and enjoy making sounds. • Join in with songs and rhymes, making some sounds. • Make rhythmical and repetitive sounds. • Explore a range of sound makers and instruments and play them in different ways. • Notice patterns with strong contrasts and be attracted by patterns resembling the human face. • Start to make marks intentionally. • Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. • Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. • Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'. • Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone. 	<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. • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. • Explore different materials freely, to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • 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. • Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. • Explore colour and colour-mixing. • Listen with increased attention to sounds. 	<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. • Listen attentively, move to and talk about music, expressing their feelings and responses. • 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. • Develop storylines in their pretend play. • Explore and engage in music making and dance, performing solo or in groups.

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<ul style="list-style-type: none">• Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.• Use their imagination as they consider what they can do with different materials.• Make simple models which express their ideas.	<ul style="list-style-type: none">• Respond to what they have heard, expressing their thoughts and feelings.• Remember and sing entire songs.• Sing the pitch of a tone sung by another person ('pitch match').• Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.• Create their own songs, or improvise a song around one they know.• Play instruments with increasing control to express their feelings and ideas.	
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Appendix B: Early Learning Goals

Area of Learning	Aspect	Early Learning Goals
Personal, Social and Emotional Development	Self-Regulation	<ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
	Managing Self	<ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
	Building Relationships	<ul style="list-style-type: none"> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.
Communication and Language	Listening, Attention and Understanding	<ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
	Speaking	<ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
Physical Development	Gross Motor Skills	<ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
	Fine Motor Skills	<ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.

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Literacy	Comprehension	<ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
	Word Reading	<ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
	Writing	<ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others.
Maths	Number	<ul style="list-style-type: none"> • Have a deep understanding of number to 10, including the composition of each number. • Subitise (recognise quantities without counting) up to 5. • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
	Numerical Pattern	<ul style="list-style-type: none"> • Verbally count beyond 20, recognising the pattern of the counting system. • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
Understanding the World	Past and Present	<ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling.
	People, Culture and Communities	<ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.
	The Natural World	<ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants.

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		<ul style="list-style-type: none"> • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
Expressive Arts and Design	Creating with Materials	<ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories.
	Being Imaginative and Expressive	<ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

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Appendix C: Cultural Capital Statement

Every child and family who joins our setting will have their own knowledge and experiences that will link to their culture and wider family. This might include: languages, beliefs, traditions, cultural and family heritage, interests, travel and work.

Cultural capital is the accumulation of knowledge, behaviours, and skills that a child can draw upon and which demonstrates their cultural awareness, knowledge and competence; it is one of the key ingredients a pupil will draw upon to be successful in society, their career and the world of work. Cultural capital gives power. It helps children achieve goals, become successful, and rise up the social ladder without necessarily having wealth or financial capital. Cultural capital is having assets that give children the desire to aspire and achieve social mobility whatever their starting point.

The National Curriculum states, 'It is the essential knowledge that pupils need in order to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.'

At British Forces School Naples, children benefit from a curriculum that builds on what they understand and know already as well as making the most of our unique setting and surroundings. Wherever possible, these activities are carefully planned to coincide with pupils' current learning, ensuring that coherent links are made and the knowledge acquired is memorable. In addition, we want to celebrate the uniqueness of us all and share our differences and individualism.

Some aspects of Cultural Capital are covered within the curriculum, others are covered in assemblies, through daily life in school and some are through planned activities such as educational visits, visitors to school or residential. We building experiences and knowledge by immersing children in the world around them by thinking about people around the world; appreciating and loving music; understanding how history has shaped our future; celebrating different cultures, traditions and faiths; educational visits linked to our topics; learning about people in our community and having strong links with other schools in our community; having our say about our local area; planning and running whole school events such as Enterprise weeks; showcasing talents; learning beyond the classroom; supporting our local NATO and Host country community, Italian language lessons for all children and much more! Widening children's experiences as they progress through our school is an important step in providing rich and engaging learning across the curriculum in order to ensure that children become productive members of society.

We also celebrate or take part in key events such as (not an exhaustive list):

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Significant Events:	Harvest World First Aid Day Roald Dahl's Birthday Black History Month World Teacher's Day Trafalgar Day Kindness Week STEM Week	Bonfire Night Remembrance Children in Need Christmas St Andrew's Day Road Safety Week Anti-bullying week	Epiphany Shrove Tuesday Carnevale/ Lent Chinese New Year Safer Internet Day RAK week	Easter World Book Day International Women's Day Red Nose Day Sport's Relief Common Wealth Day St David's Day St Patrick's Day Fair Trade fortnight – Feb Women's history month British Science Week Mother's Day Enterprise Week	Brit Fete International Children's' Festival St George's Day (23.04) VE Day D Day Sports Day World Environment Day	World Music Day Arts Week Healthy Eating Week Father's Day Armed Forces Day